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ABSTRACT

This report is a summary of the evaluation of the Nevada School-to-Careers (STC) Year 4 (1999-2000) implementation and the extent to which implementation supported eight messages STC is intended to send. Results from three surveys are included: Quantitative Benchmark Survey, School Implementation Profile, and Student Exit Survey. All regional partnerships--Washoe, Western, Northeastern, and Southern--were studied. Both qualitative and quantitative data provide evidence to support all eight messages: (1) students are motivated to learn and reach for higher standards because they see the relevance of their studies; (2) career pathways provide all students with a focus for achieving their career and academic goals; (3) employer involvement in education leads to powerful and relevant learning experiences for all students; (4) community members who work together deliver relevant learning experiences for all students; (5) involved parents help all students reach their full potential; (6) educators understand economic and community needs and demonstrate competencies required by licensure to integrate real life applications into classes; (7) student learning experiences in the community lead to academic and career success; and (8) the STC system in Nevada impacts dropout rates. (Eighteen graphs and three charts are included. Appendixes include Nevada STC evaluation and communication statewide messages; recommended changes to benchmarks for evaluating STC implementation system; evaluation objectives and methodologies; and quantitative benchmark survey and school implementation profile.) (YLB)

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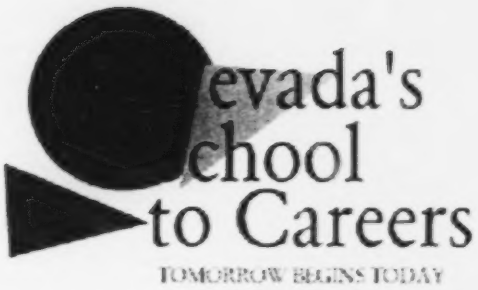

School-to-Careers: Report on the Year 4 Evaluation of Nevada's STC Implementation System

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Appendix B: Recommended changes to benchmarks for evaluating STC Implementation System
Appendix C: Evaluation Objectives and Methodology
Appendix D: Quantitative Benchmark Survey and School Implementation Profile

Overview of Nevada's School-to-Careers System

The major goal of the School-to-Careers (STC) system is to provide individual preparation for lifelong learning, career success, and citizenship responsibilities. The STC system is unique in that it focuses on individuals headed for higher education immediately after high school, as well as those entering the workforce. While this approach recognizes the importance of workplace skills and training acquired through employment, it also recognizes the increasing need for post-secondary education in many occupations, now and in the future. Therefore, the STC system attempts to prepare *all* students for some type of post-secondary education during their lifetime.

The STC system in Nevada consists of four regional partnerships, each of which is similarly composed of several local partnerships. Each region has a Regional Coordinator who provides coordination, technical assistance, and support to the districts and higher education institutions in the partnership. The four regions and their component local partnerships are:

Western Regional Partnership. The local partnerships include Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, and Storey Counties and Western Nevada Community College. WNCC serves as the regional resource for the seven county units.

Northeastern Regional Partnership. The local partnerships are Elko, Eureka, Humboldt, Lander, and White Pine Counties and Great Basin College. GBC serves as the home for the Regional Coordinator who provides services to these five counties.

Southern Regional Partnership. The local partnerships are Clark, Esmeralda, Lincoln, and Nye Counties. The Community College of Southern Nevada and the Las Vegas Chamber of Commerce, in addition to being members, provide fiscal and program coordination for the partnership. The University of Nevada, Las Vegas is also a member of the partnership.

Washoe K-16 Council's School-to-Careers Partnership. This partnership consists of Washoe County School District, Truckee Meadows Community College, and the University of Nevada, Reno.

The purpose of the Nevada STC transition system is to better prepare students for their roles as adults in an increasingly competitive economy, and secondarily, to keep Nevada's workforce competitive in the years ahead. A growing effort is evolving to better connect classrooms and workplaces and to represent the movement as an inclusive, rather than exclusive or tracking approach to education.

The objectives of the STC Evaluation Action Team (STCEAT) included the development and implementation of a process for continuous feedback and program improvement based on data collected at the local and state level, with a focus on complementing the STC implementation system. During the Year 1 and Year 2 of the evaluation (1996-97 and 1997-98, respectively), much effort went into identifying complementary initiatives and state and local data collection efforts that matched the STC implementation system goals and objectives. By Year 3 of the evaluation (1998-99), the data collection process was refined and reduced to

essential elements that would allow the evaluation system to adequately document and summarize activities related to the three key components of School-to-Careers: 1) School-based activities, 2) Work-based activities, and 3) Connecting activities. School-based learning involves career activities that occur at the school site, primarily in a classroom setting. Work-based learning involves career-learning activities that occur at the worksite, primarily at a private, non-profit or public place of business. Connecting activities are programs or human resources that help link school-based and work-based educational programs. In Year 4, the members of the STC Evaluation Action Team (STCEAT) and the STC Communication Action Team (STCCAT) developed a set of messages Nevada would want to send about the impacts of the STC system. These messages corresponded to state priorities and national goals. All evaluation data was then correlated to each of the messages to determine the extent to which the "message" could be supported with hard evidence. The Nevada STC State Council approved these messages in the Summer 2000:

- Students are motivated to learn and reach for higher standards because they see the relevance of their studies.
- Career pathways provide all students a focus in achieving their career and academic goals.
- Employer involvement in education leads to powerful and relevant learning and a prepared future workforce.
- Community members who work together deliver relevant learning experiences for ALL students.
- Involved parents help ALL students reach their full potential.
- Educators understand economic and community needs and demonstrate the competencies required by licensure to integrate "real life" applications into their classes.
- Student learning experiences in the community lead to academic and career success.
- The School-to-Careers system in Nevada impacts dropout rates.

In addition to the messages, the STCEAT and the STCCAT specified what accomplishments would support the messages and the data needed to measure the accomplishments (see Appendix A). Changes were recommended to bring the benchmarks in line with statewide priorities for sustaining key elements of STC (i.e. school-based, work-based, and connecting activities), including professional development and work-based learning, and to provide support for the STC messages (Appendix B). As all but two benchmarks were exceeded and several exceeded or achieved 90-100%, the benchmarks will no longer be measured as they have been. New standards were re-established where there is the expectation for increasing levels of involvement. The STC state council approved these changes in Fall 2000. The methodology for the data collection is included in Appendix C.

Summary of the Statewide and Regional Findings Based on the STC Messages

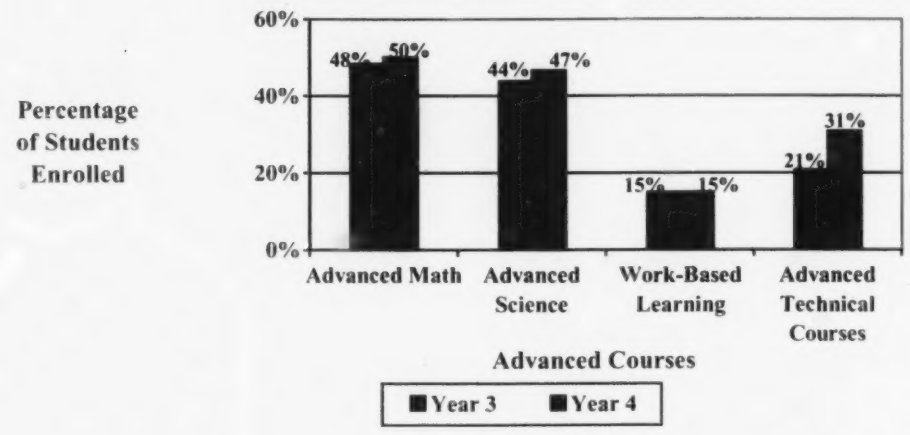
This report is a complete summary of the evaluation of the School-to-Careers (STC) Year 4 (1999-00) implementation. It includes an overview of the eight messages that STC sends and the results from data collection supporting these messages. Results from three surveys are included, each focusing on a different level of analysis. The Quantitative Benchmark Survey provides counts related to the Federal and State Benchmarks at the district, regional, and state

level. The School Implementation Profile focuses on the individual school site level, indicating the types of activities that are in place, the level of implementation (early planning, piloting, development, full implementation, or institutionalization), and the approximate number of students and/or employers involved in each activity. The Student Exit Survey provides information from the Spring 2000 graduates regarding courses, activities, experiences, and other impacts from their high school career (see Appendices C and D for a fuller description and copies of the instruments). In addition, qualitative data from submitted Best Practice Applications and interviews with stakeholders from all four regions provide examples of how each message plays out specifically in their region, creating a fuller picture of what STC looks like across Nevada. Key findings relevant to the messages from each of the surveys will be reviewed, and comparisons to data collected in Year 3 will be made with the benchmark survey data when appropriate. Information in this report includes analysis and description at the state and regional level.

Students are motivated to learn and reach for higher standards because they see the relevance of their studies.

Some of the data that support these accomplishments include a slight increase in enrollment in both advanced math and advanced science courses from Year 3 to Year 4. The percentage of students enrolled in paid work-based learning activities has remained steady. However, the percentage of students, grades 11-12, enrolled in advanced technical courses has increased significantly in Year 4 (Graph 1).

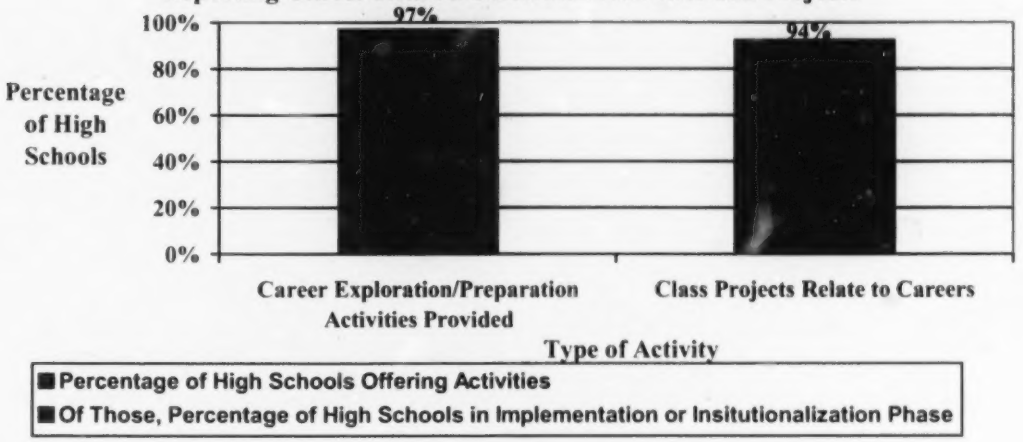
Graph 1: Percentage of Students Enrolled in Advanced Math, Science, Work-based Learning, and Technical Courses



Almost all of the high schools responding provide opportunities for students to participate in career exploration/preparation activities. Of these, almost all indicated that these activities are in the implementation or institutionalization phase and most (71%) involve a majority (more than 60%) of students. The level of implementation can range from early planning to full institutionalization. Opportunities that are implemented or institutionalized are more sustainable than those that are in the early planning stages, being piloted, or developing. Students are

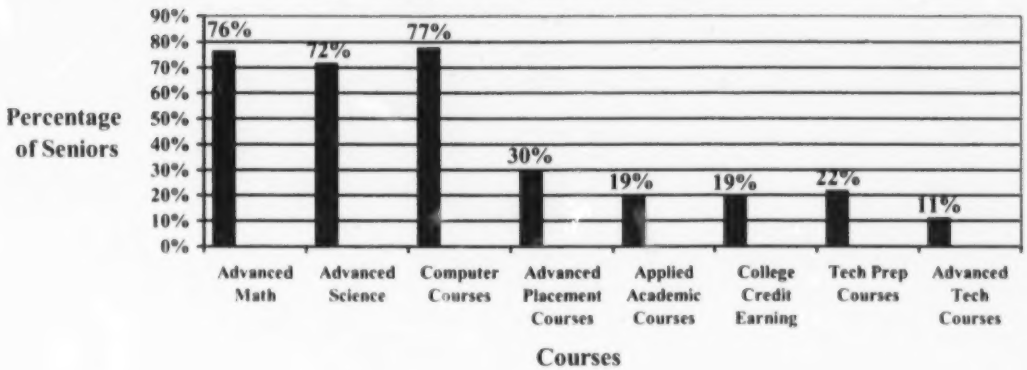
involved in class projects relating to careers in most of the high schools. Of these, almost three-fourths are in the implementation or institutionalization phase and two-thirds (67%) involve more than half of the students. *Overall, these results suggest that these activities have become a permanent feature in many high schools which help students see the relevance of their studies to various career options* (Graph 2).

Graph 2: Percent of High Schools Reporting Career Related Classroom Activities and Projects



Students leaving high school at the end of Spring 2000 responded that most had taken advanced math courses, defined as algebra and above, advanced science courses, defined as biology and above, and courses in computers. Almost one-third of the seniors responding have taken advanced placement courses. About 20% have taken applied academic courses, courses for which they earned college credit, and tech prep courses. A fewer number of students took advanced technical education courses (Graph 3).

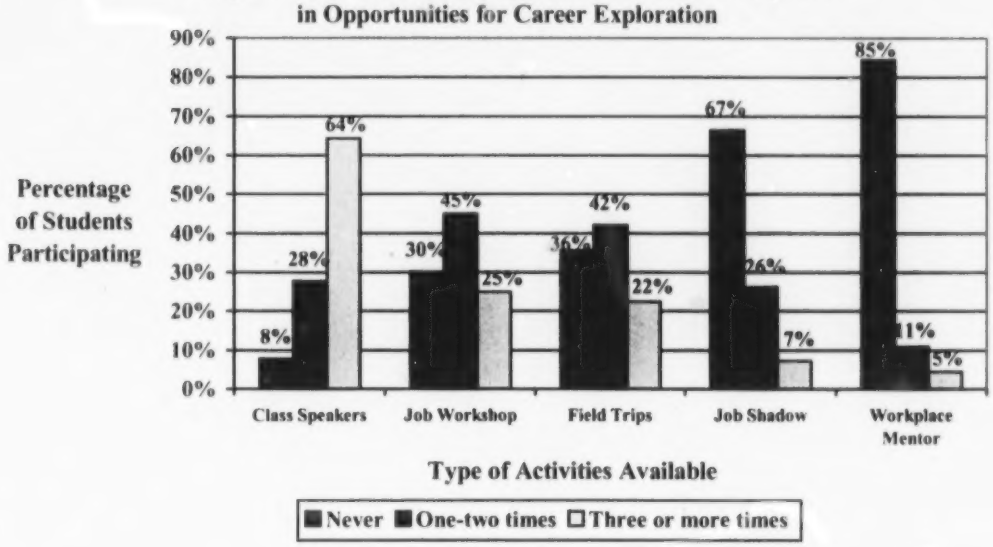
Graph 3: High School Senior Enrollment



Students were asked about a number of opportunities they may have had at their school to learn about different jobs and what impact these opportunities had on their future plans and educational experience. Most students responded that they have attended sessions where employers or speakers came to their school and talked about their jobs three or more times. One-fourth of the students responded that they had attended a class or workshop where they learned how to find or behave on a job three or more times. However, almost one-third said that they had never attended such a class or workshop. Many students have been on field trips to tour employer workplaces, but less than one-fourth reported that they have done so three or more times. Two-thirds have gone on a field trip with their school. Although most students have never participated on a job shadow, a small percentage of students have job shadowed three or more times. Also, some seniors have been assigned a mentor three or more times while most have never had a workplace mentor (Graph 4).

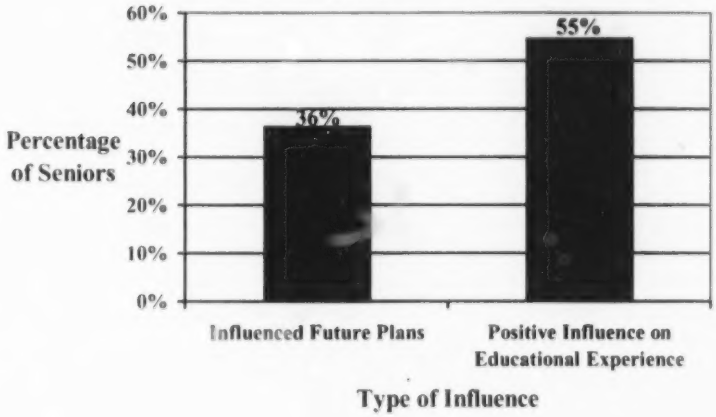
Case Highlight An employee of Clark County School District provides an example of a student who was motivated to take more math classes after going on a job shadow with an architect. This young man wanted to be an architect and didn't like math. He was taking CAD drafting when he did his job shadow. He got to sit in on a blueprint design and went on a job site for a new SPRINT headquarters. He also went to a corporate meeting and discussed a possible internship. After this experience, he immediately set up an appointment with his counselor to make arrangements "to take every math class I can."

Graph 4: Number of Times High School Seniors Participated in Opportunities for Career Exploration



Those that did participate reported that it influenced their future plans and had a positive influence on their educational experience, e.g. kept them in school, influenced course selection, increased their motivation, brought up their grades. More than one-third said these activities influenced their future plans and more than half said that it had a positive influence on their educational experience, further reinforcing that STC activities can motivate students to reach for higher standards (Graph 5).

Graph 5: Percentage of High School Seniors Influenced by Career Exploration Activities



Case Highlight A Washoe County School District employee stated that many of their region's expectations with STC were met with great success, including an increase in students preparing for college. She stated that this included

> "[t] he volumes of opportunities offered to students through their centers, increased career awareness and career exploration activities, and massive connecting activities such as mock interviews, business tours, classroom presentations, and Career Finder Nevada. We've seen an increase in students taking assessment tests: career assessments, PLAN, PSAT tests. In my opinion, those increases are directly related to students taking SAT and ACTs—there's a direct number…*A population that would typically shy away from higher entry protocols had that opportunity brought to them and made available to them.*"

Washoe Region

- The Washoe region experienced a significant increase in advanced math course enrollment, reporting 47% of the students in Year 4.
- Advanced science course enrollments have increased slightly, to 36%.
- Enrollment in work-based learning courses also increased slightly, to 16% in Year 4.
- 83% of the schools provide opportunities for students to participate in career exploration/preparation activities.
    - 75% of the schools have either reached a level of full implementation or full institutionalization of these opportunities.
    - 83% of the schools reported that 80% or more of the students at these schools participate in these activities.
- 83% provide opportunities for students to participate in class projects relating to career.
    - 58% have reached full implementation or full institutionalization with these projects.
    - 25% include participation from 80% or more of the students in these projects.
- 71% of the seniors in Washoe County reported that most took advanced math, 72% took advanced science, and 77% took computer courses.
- 61% of the seniors also reported the opportunity to attend class speakers, 23% attended job workshops, and 15% went on field trips three or more times each in their high school career.
- 7% of the students also went on job shadows and 10% were assigned a workplace mentor three or more times in during high school.
- Participation in these activities had a positive impact on 32% of the seniors' future plans and 49% of their overall educational experiences.

Western Region

- Enrollments in advanced math courses decreased slightly. The region reported that 33% of the high school students were enrolled in advanced math courses.
- Advanced science course enrollment increased to 39% of the students in the Western region.
- Work-based learning courses have decreased slightly to 10% in Year 4.

- All schools in the Western region reported providing opportunities for students to participate in career exploration/preparation activities.
  - 100% of the schools have fully implemented or institutionalized these activities.
  - 67% of the schools reported that 80% or more of the students are involved in these activities.
- 100% of the schools have opportunities for students to participate in class projects relating to careers.
  - 50% of the schools in the Western region have fully implemented or institutionalized these projects as part of the school curriculum.
  - 17% of the schools reported that 80% or more of the students in their school participate in these projects.
- 83% of the seniors from the Western region reported taking advanced math courses, 75% were enrolled in advanced science courses, and 75% took computer courses before they graduated.
- 58% of the seniors had the opportunity to listen to class speakers discuss their jobs and 20% attended a job workshop three or more times at their school.
- 37% of the students also had opportunities for field trips, 5% went on job shadows, and 2% were assigned a workplace mentor three or more times at their school to learn about different jobs.
- 28% reported that these opportunities had an impact on the seniors' future plans and 47% indicated that they had a positive impact on their overall educational experience.

Northeastern Region

- Advanced math and advanced science course enrollments have significantly increased, to 65% and 48%, respectively.
- Work-based learning has also slightly increased, to 17% in Year 4.
- 100% in the Northeast region provide opportunities for students to participate in career exploration/preparation activities.
  - 93% of these schools are in the implementation or institutionalization phase.
  - 57% reported that 80% or more of their students participate in these activities.
- 93% have opportunities for students to participate in class projects relating to careers.
  - 71% have implemented or institutionalized these projects.
  - 29% indicated that 80% or more of their students take participate in these projects.
- 79% of the seniors reported taking advanced math courses, 74% took advanced science courses, and 84% took computer courses prior to graduation.
- 69% of the seniors reported listening to class speakers discuss their jobs and 23% attended job workshops three or more times in high school.
- 13% of the seniors also went on field trips, 8% went on job shadows, and 4% were assigned a workplace mentors three or more times during high school to learn about different jobs.
- These experiences had a positive impact on 33% of the seniors' future plans and on 51% of the seniors' overall educational experience.

Southern Region

- Advanced math course enrollments have remained steady at 52% in Year 4.
- Advanced science course enrollments have increased to 51%.
- Work-based learning course enrollments have not changed in Year 4; they remain at 15%.
- 100% in the Southern region have opportunities for students to participate in career exploration/preparation activities.
    - 90% have implemented or institutionalized these activities.
    - 48% of the schools reported that 80% or more of the students are involved in these activities.
- 97% provide opportunities for students to participate in class projects relating to careers.
    - 77% of the schools have implemented or institutionalized these projects.
    - 23% have 80% or more of their students participate.
- 71% of the seniors indicated that they took advanced math courses, 66% took advanced science courses, and 73% were enrolled in computer courses during high school.
- 78% of the seniors said they listened to class speakers discuss their jobs and 38% attended job workshops three or more times during high school.
- 23% of the students went on field trips, 12% went on job shadows, and 11% were assigned a workplace mentor three or more times at their school to learn about different jobs.
- These experiences had a positive impact on 45% of the seniors' future plans and on 56% of the seniors' overall educational experience.

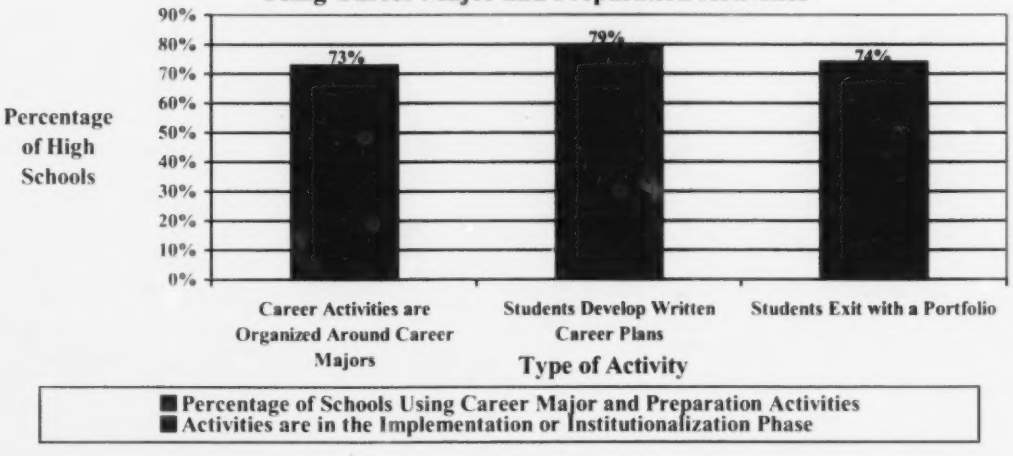
Career pathways provide all students a focus in achieving their career and academic goals.

The institutionalization of career pathways and career development systems in Nevada's high schools is the means designed for students to achieve their goals. Although only 7% of the students are enrolled in schools that have *formally* adopted career majors, 94% of the high schools have *informally* implemented career pathways into their school system.

All schools (100%) responded that they had a career guidance system in place to assist students in the development of a career plan or career portfolio. Additionally, 97% of students in Nevada high schools carry out the development of career plans in conjunction with school personnel. One-third of the students (30%) are required by school board or policy to complete a career plan, and 6% of the students are required per board or policy to complete a career portfolio. More than half (56%) of the students base their career planning on interest assessments.

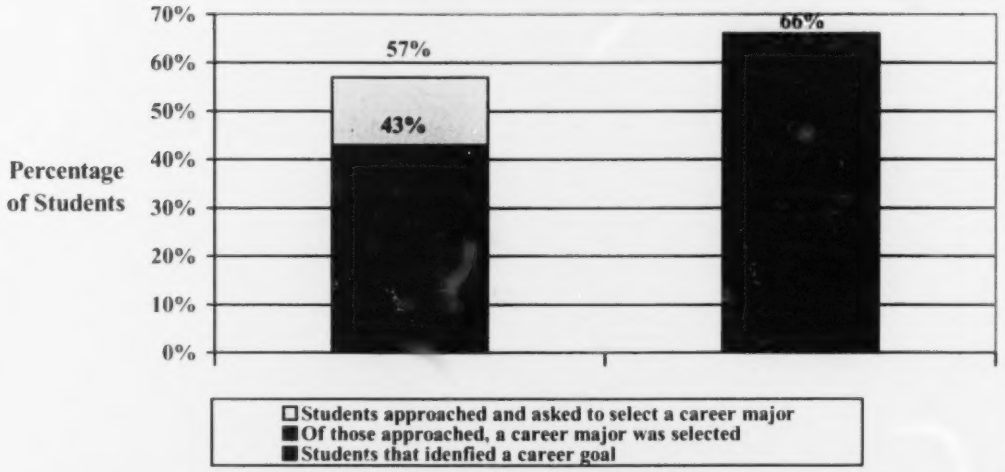
Almost three-fourths of the schools responded positively that career exploration/ preparation activities are organized around the six Nevada Department of Education Career Majors. They have been implemented or institutionalized at almost half of these schools. The same amount of these schools reaches more than 80% of their students. Students also develop individualized written career plans at the majority of the high schools. More than one-third of these schools have implemented or institutionalized written career plans and involve more than 80% of the students at their high schools. Three-fourths of the high schools responded that students exit with a student/career portfolio. Half of these reported that more than 60% of their students graduate with a portfolio, and this practice is implemented or institutionalized at more than half of these high schools (Graph 6).

Graph 6: Percentage of High Schools Using Career Major and Preparation Activities



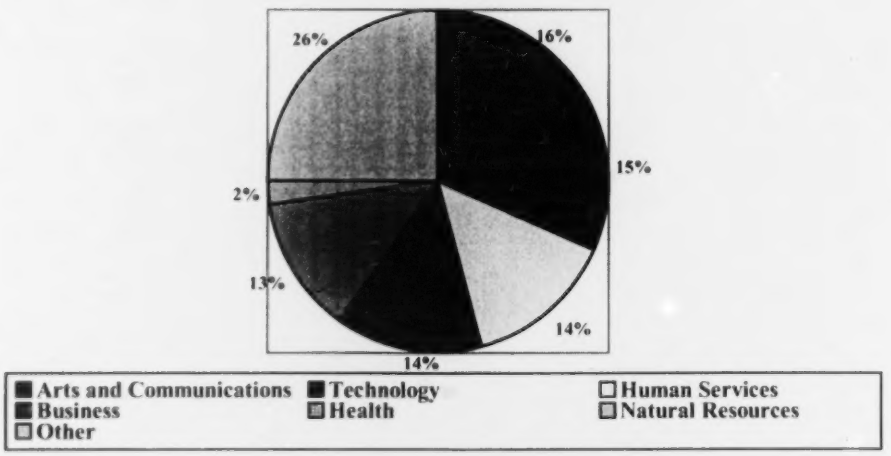
More than half of the students have been approached by school staff and asked to select or plan for a career major or area. Of these, most seniors indicated that they did select one and two-thirds responded that they knew for sure what their career goal was (Graph 7).

Graph 7: Percentage of Students Asked to Plan for a Career Major and Did So



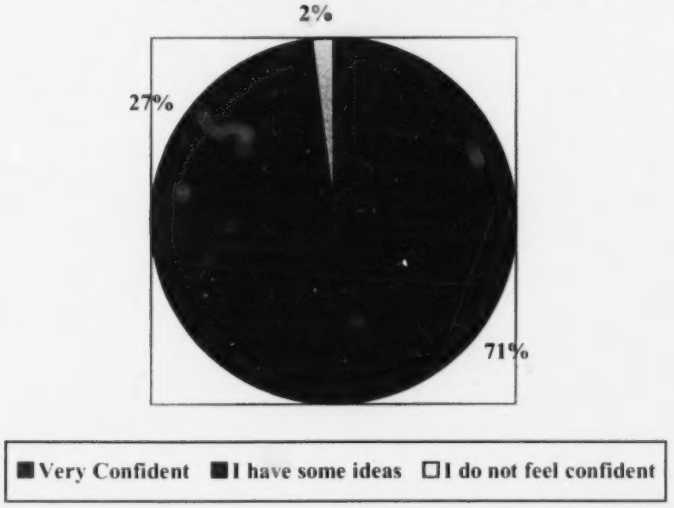
More students indicated an interest in the arts and communications pathway than the others. Technology followed closely, then human services, business, health and natural resources. The greatest number of students selected "other" and listed such occupations or areas as law or criminal justice, education, military, or computers. Most of the "other" comments fit into the career majors/areas as defined by the Nevada Department of Education. This indicates that perhaps the students are not clear as to what a career major is (Chart 1).

Chart 1: Career Majors Selected by High School Seniors



Over three-fourths of the seniors (78.4%) were able to list exactly what they expect to be ten years from now. The students listed over 300 different occupations, some with great specificity. For example, one student wants to be a manager at Nevada Bell, another wants to be an air traffic controller, a third senior wants to be a mechanic and own his own shop. Moreover, most of the students responded that they are very confident that they can select the job or career that they want, and many reported that they had some ideas.

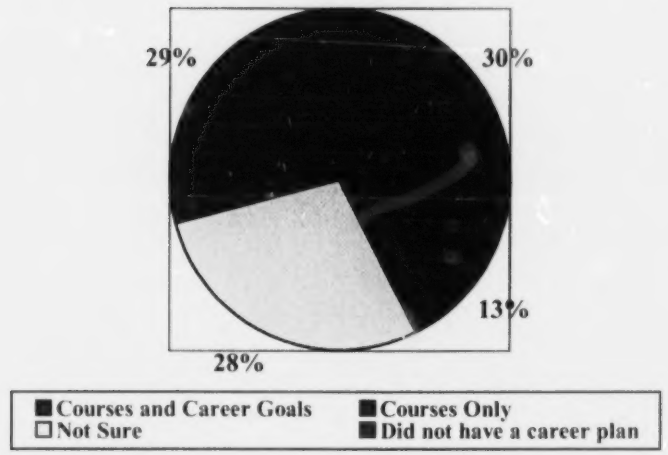
Chart 2: Percentage of Seniors Who are Confident They Can Select the Job that They Want



Almost one-third of the students indicated that they have a written career plan, containing both courses and career goals. Some seniors indicated that their career plan contained courses only. More students reported, however, that they were unsure if they had a career plan or said that they did not have one (Chart 3).

Case Highlight An article from Churchill County showed that participation could be found as early as the 7th and 8th grades, with activities such as career clusters, career guidance plans, and career explorations to connect activities to the world of work. The model for this small rural town is already successful in a similar town in Idaho.

Chart 3: Percentage of Seniors Who Had Career Plans



Washoe Region

- The Washoe County School District has not *formally* adopted career majors.
- However, in Washoe County 96% of the students attend schools where career majors have been *informally* adopted.
- 42% of the schools reported that career exploration/preparation activities are organized around the six Nevada Department of Education Career Majors
    - 42% of the schools implemented or institutionalized this organizational structure in all of these schools.
    - 33% of the schools in Washoe indicated that 80% or more of their students are included in these activities.
- 54% of the seniors in Washoe County reported that they were approached by school staff and asked to select or plan for a career major or area.
    - 35% did select a career major.
    - 66% responded that they knew for sure what their career goal was.
    - 17% of the seniors selected arts and communications as their career major.
    - 12% selected human services, business, and health each.
    - 10% picked human services.
    - 2% mentioned natural resources.
    - 26% of the students selected "other" and listed a career or area that would fall under one of the six career majors. This indicates that not all of the students have a clear understanding of what a career major is or what each career major includes.
- 100% of the schools in Washoe County have a career guidance system in place to assist students with a plan or portfolio.

- 100% of the Washoe County Schools base career planning on interest assessment.
- One high school requires students to complete a career portfolio.
- 83% reported that students develop individualized written career plans.
  - 75% of the schools fully implement or have institutionalized this practice.
  - 42% of the schools include 80% or more of the students in this practice.
- 83% of the high schools provide opportunities for students to exit with a student or career portfolio.
  - 75% have implemented or institutionalized this practice as well.
  - 50% include 80% or more of the students.
- 30% of the seniors reported that they had a career plan containing both courses and goals. Only 13% indicate that their plan contained courses only. 27% of the seniors were not sure if they had a career plan, and 28% said they did not.

Western Region

- Three (3) school districts, including seven (7) schools or 64% of the students, *formally* adopted career majors.
- Four (4) districts, including four (4) schools or 36% of the students, *informally* adopted career majors.
- 100% organize career exploration/preparation activities around the six Nevada Department of Education Career Majors.
  - 67% fully implemented or institutionalized this organizational structure.
  - 33% of the schools Career Major activities include 80% or more of school.
- 56% of the seniors in the Western region reported that they were approached by school staff and asked to select or plan for a career major or area.
  - 41% did select a career major.
  - 64% responded that they knew for sure what their career goal was.
  - 17% of the seniors selected human services as their career major.
  - 14% selected arts and communications.
  - 13% chose technology.
  - 12% marked health.
  - 11% picked business.
  - 2% mentioned natural resources.
  - 23% selected "other" and listed a career or area that would fall under one of the six career majors. This indicates that not all of the students have a clear understanding of what a career major is or what each career major includes.
- 100% of the secondary schools base career planning on interest assessment.
- Seven (7) high schools require students per board or policy to complete a career plan, affecting 77% of the students in this region.
- Five (5) high schools (23% of students) require students per board or policy to complete a career portfolio.
- 100% reported that students develop individualized written career plans.
  - 67% fully implemented or institutionalized this practice.
  - 17% of the schools involve 80% or more of their students in developing career plans.
- In addition, some students exit with a student/career portfolio at 67% of the schools in the Western region.

- 17% have implemented or institutionalized this activity.
- 17% reported that 80% or more of students engage in this practice.

- 21% of the seniors indicated that they had a written career plan containing both courses and career goals, while 10% had a plan containing courses only. 38% of the students reported that they did not have a career plan and 29% were not sure if they did.

Northeastern Region

- Two (2) school districts *formally* adopted career majors.
- Three (3) districts (including 11 schools or 88% of students) *informally* adopted career majors.
- Career exploration/preparation activities are organized around the six Nevada Department of Education Career Majors at 78% of the schools in the Northeastern region.
  - 29% of the region has implemented or institutionalized this organizational structure.
  - 29% reach 80% or more of their students with this practice.
- 61% in the Northeastern region reported that they were approached by school staff and asked to select or plan for a career major or area.
  - 49% of the seniors did select a career major.
  - 64% responded that they knew for sure what their career goal was.
  - 18% selected arts and communications as their career major.
  - 16% picked business.
  - 13% chose technology.
  - 12% of the seniors selected human services.
  - 11% marked health.
  - 5% mentioned natural resources.
  - 19% of the students selected "other" and listed a career or area that would fall under one of the six career majors. This indicates that not all of the students have a clear understanding of what a career major is or what each career major includes.
- 100% in the Northeastern region have a career guidance system in place to assist students with a plan or portfolio.
- Six (6) high schools (including 41% of the students in this region) require students per board or policy to complete a career plan.
- Six (6) high schools (43% of students) require students per board or policy to complete a career portfolio.
- 100% of the secondary schools base career planning on interest assessment.
- 71% reported that students also develop individualized written career plans.
  - 43% of the schools fully implement or have institutionalized this practice.
  - 21% of the schools include 80% or more of the students in developing career plans.
- 71% reported that students exit with a student or career portfolio.
  - 50% of the schools have implemented or institutionalized career portfolios.
  - 36% of the schools reported that 80% or more of their students exit with a portfolio.

- 29% of the seniors responded that they had a written career plan containing both courses and career goals and 12% had a career plan with courses only. 35% of the students were not sure if they had a career plan and 24% responded that they did not have one.

Southern Region

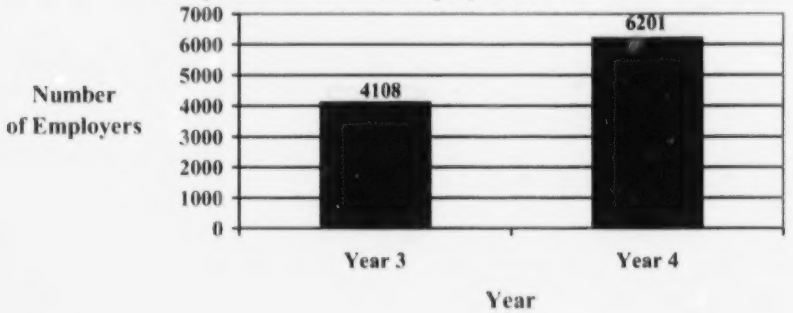
- No school districts *formally* adopted career majors;
- 2 districts (including 34 schools or 98.59% of the students) *informally* adopted career majors.
- Most schools (77%) reported that career exploration/preparation activities are organized around the six Nevada Department of Education Career Majors.
    - 52% of the schools implemented or institutionalized this organization.
    - 42% of the schools indicated that 80% or more of their students are affected by this structure.
- 61% in the Southern region reported that they were approached by school staff and asked to select or plan for a career major or area.
    - 45% of the seniors did select a career major.
    - 68% responded that they knew for sure what their career goal was.
    - 21% chose technology as their career major.
    - 15% of the seniors picked business.
    - 15% selected human services.
    - 12% marked health.
    - 8% selected arts and communications.
    - 1% mentioned natural resources.
    - 29% of the students selected "other" and listed a career or area that would fall under one of the six career majors. This indicates that not all of the students have a clear understanding of what a career major is or what each career major includes.
- 100% of the schools in the Southern region has a career guidance system in place to assist students with a plan or portfolio.
- 52% of the secondary schools base career planning on interest assessment.
- Eight (8) high schools (4% of the students) require students per board or policy to complete a career plan.
- Three (3) high schools (1% of students) require students per board or policy to complete a career portfolio.
- At 74% of the high schools, students develop individualized written career plans.
    - 52% of the schools implemented or institutionalized career plan development.
    - 29% of the schools reported that 80% or more of their students develop career plans.
- 74% reported that students exit with a student or career portfolio.
    - 52% implemented or institutionalized career portfolio development.
    - 29% indicated that 80% or more of their students exit with a student or career portfolio.
- 39% of the seniors indicated that they had a written career plan containing both courses and career goals and 17% had a career plan with courses only. 23% of the

students responded that they were not sure if they had a career plan and 21% responded that they did not have one.

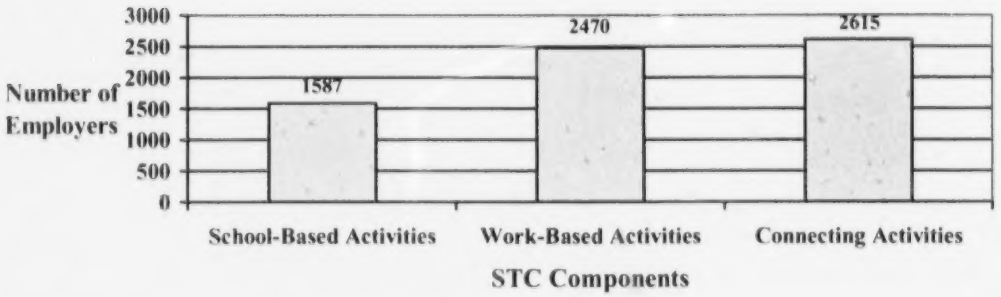
Employer involvement in education leads to powerful and relevant learning and a prepared future workforce.

Nearly 34% more employers were involved in STC this past year than in previous years (Graph 8). The number of employers involved in STC has increased significantly, according to the employer lists provided by each district. Employers are involved in all three components of STC (school-based, work-based, and connecting activities), revealing that employer participation typically occurs in more than one way (Graph 9).

Graph 8: Number of Employers in Year 3 and Year 4

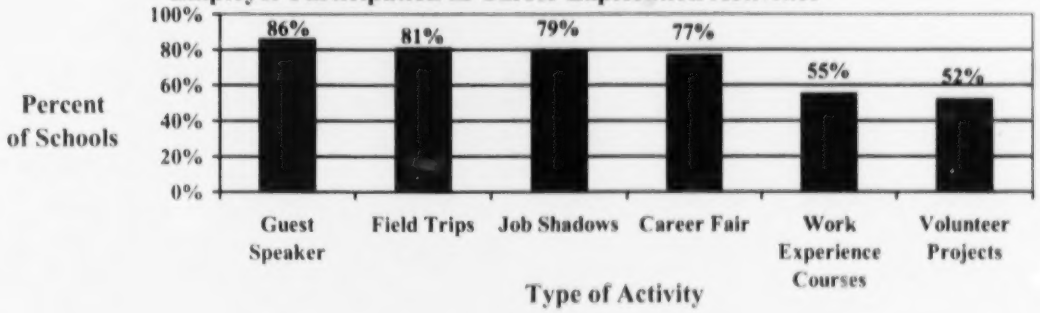


Graph 9: Number of Employers Participating in the Three STC Components



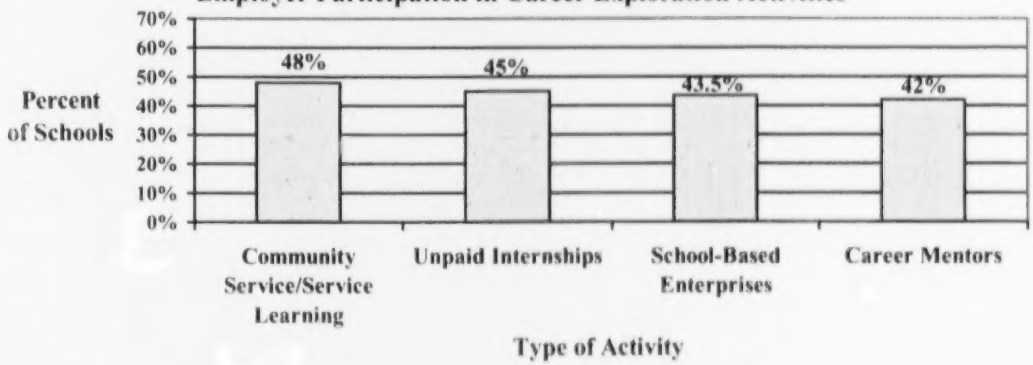
Schools reported employer involvement in 15 work-based activities. Of these activities, more than half include employers as career guest speakers, in field trips, in job shadows, in a career fair, work experience courses, and volunteer projects (Graph 10).

Graph 10: Percentage of Schools Reporting Employer Participation in Career Exploration Activities



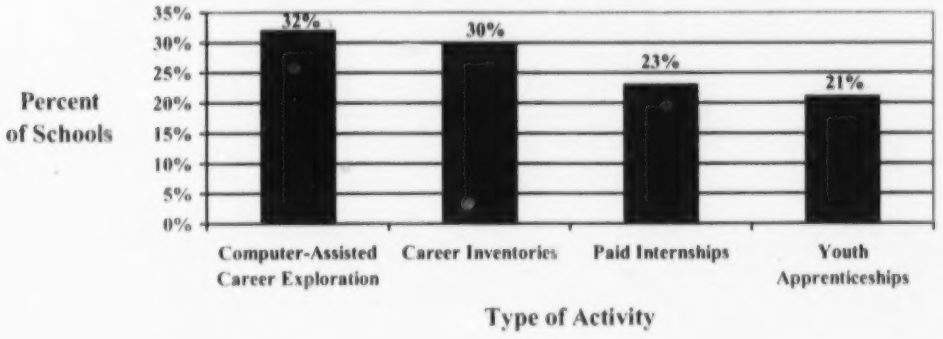
About of the schools involve employers in community service/service learning courses, in unpaid internships, in school-based enterprises, and as career mentors (Graph 11).

Graph 11: Percentage of Schools Reporting Employer Participation in Career Exploration Activities



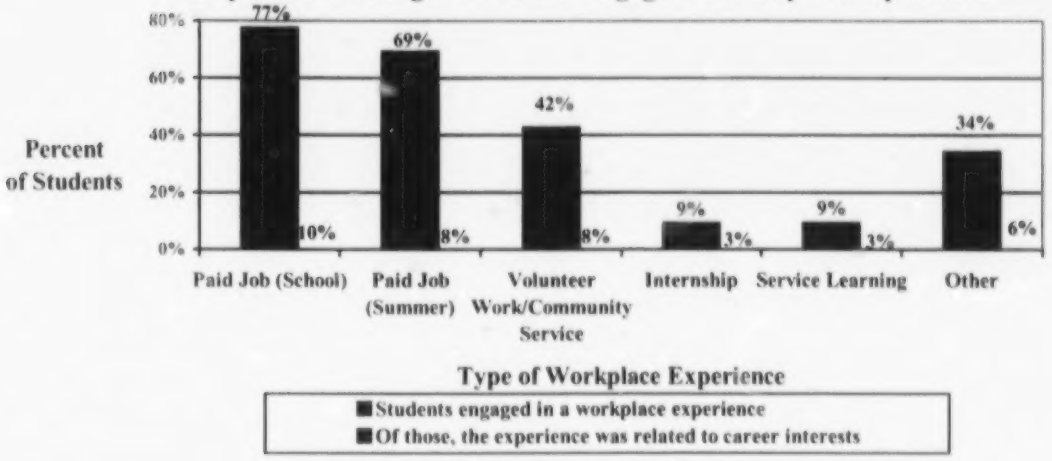
Almost one-third of the schools have employers participating in computer-assisted career exploration, career inventories, paid internships, and youth apprenticeships (Graph 12).

Graph 12: Percentage of Schools Reporting Employer Participation in Career Exploration Activities



Students were asked about work-based learning opportunities and if these opportunities were related to their career interests. Most students had a paid job during the school year, and almost half (48%) worked more than 20 hours a week. Seniors also held paid jobs during the summer and did volunteer work or community service. Some students were also engaged in unpaid internship opportunities or service learning. Many students reported having other workplace experiences. Despite the number of students engaged in workplace experiences, few of the experiences were related to their career interests (Graph 13). This is not surprising since most experiences for high schools students are self-selected and exploratory in nature. It is just as important for high school students to learn what careers they are *not* interested in pursuing as what careers they *are* interested in. Also, this does not discount the fact that they are acquiring important workplace skills that they will use in the future regardless of whether or not their high school work experience is in their career of interest.

Graph 13: Percentage of Students Engaged in Workplace Experiences



Case Highlight Visits from employees in the classroom helps show students the relevance of their education to particular fields. In an article from the Reno Gazette-Journal, a middle school principal said, "Having legislators in the building puts a value on education, and that's exactly what you want in your school culture. Students are very goal-oriented in middle school and many of them have an idea of a career they might want to pursue. This is a great example for those who are thinking about public service."

A focus group of employers held in Washoe County examined what skills employers felt were most important. Teamwork, integrity, and honesty were considered extremely important by 100% of the employers. In all cases, preparedness of employees increased with the amount of schooling. These employers suggested that any college background helps prepare students for employment. Group discussion also produced a list of items that were considered "common preparedness" for employment, including part-time jobs during school, internships, work ethic taught at home, respect for authority, strong family values, family support, and mentors.

Employers felt that teachers should emphasize the relevancy of education by linking education and the working world. In addition, they felt that employers make take some of the responsibility for making the system better and that teachers should reach out to businesses for help. Employers should also provide site visit opportunities and be more involved in technology training because it changes so rapidly. Other suggestions included providing a forum for students who are not going to college to meet employers and employers providing continuing education reimbursement to employees. These findings clearly reiterate the goals of STC.

Case Highlight Another program highlighted by the Reno Gazette-Journal also shows how employer involvement can benefit students. Washoe Medical Center has developed a recruiting program that includes high school and college students and offers many different school and work-based experiences. For example, high school students had the opportunity to watch live surgery on close-circuit TVs and interact with the surgeons during the surgery. The purpose of this program is to encourage boys and girls to consider more careers in medicine.

A meta-analysis of employer participation in STC revealed that 100% of the data sources felt that participation would have a positive impact on the employer. More than half (53%) of the sources indicated that employers were or would be able to hire employees with the skills they needed.

Other indicators revealed that employers have gained or would gain a better understanding of the educational system through the STC program, that the employer wants to be a part of improving the educational process, and that they want a better-prepared workforce. Some employers indicated that they participated because they felt a sense of responsibility to give back to the community, they felt a social responsibility, and their participation serves or would serve as positive advertising or marketing for their business. Overall, 65% of the data sources indicated a positive impact of the STC program on students. Data sources including personal correspondence focused on the request for support of continued funding through the legislature. Additional themes emerged, including: 1) the impact of STC to help students develop an understanding of the importance of education; 2) STC is delivered by "everyday" working professionals and is a real world application of textbook knowledge; 3) STC promotes women in leadership roles; 4) STC *raises academic standards*.

"[Cutting the program or its funding] will send a powerful message, that [the student's] needs are not important," Nevada employer.

Best Practice Highlight As one component of the Las Vegas PAL Program, employers become internship supervisors for PAL students as well as mentors and role models. The number of PAL graduates participating in post-high school education has increased.

Washoe Region

- The Washoe region had 918 employers involved in Year 4, most were involved in two or more activities.
  - School-based activities included 472 employers.
  - Work-based activities included 600 employers.
  - Connecting activities included 766 employers.
- The schools offer many work-based learning activities involving employers:
  - 75% of the schools reported offering job shadows.
  - 42% of the schools included employers in work experience courses.

- 83% offer field trips.
- 92% of the schools have guest speakers come to discuss careers.
- 59% of the schools have career fairs.
- 75% of the schools involve employers in volunteer projects.

- Seniors reported numerous work-based experiences:
  - 75% of the students reported holding a paid job during the school year.
  - 69% held a paid job during the summer.
  - 42% participated in volunteer work or community service.
  - 9% of the students participated in service-learning and 9% in an internship.
  - 32% of the students had other workplace experiences.

Western Region

- The Western region reported a total of 836 employers, most participated in two or more activities.
  - School-based activities included 235 employers.
  - Work-based activities included 697 employers.
  - Connecting activities included 486 employers.
- Employers participated in many work-based activities in the Western region:
  - 100% of the schools reported employer participation with job shadows
  - 100% of the schools have career guest speakers.
  - 83% of the schools have career fairs.
  - 50% of the schools indicated that employers helped out with internships.
  - 50% also reported offering work experience courses with employers.
  - 33% of the schools offer community service or service-learning in conjunction with employers.
- Seniors reported numerous work-based experiences:
  - 78% of the students reported holding a paid job during the school year.
  - 72% held a paid job during the summer.
  - 43% participated in volunteer work or community service.
  - 8% of the students participated in service-learning and 5% in an internship.
  - 38% of the students had other workplace experiences.

Northeastern Region

- The total number of employers reported for Year 4 was 745.
  - School-based activities included 382 employers.
  - Work-based activities included 465 employers.
  - Connecting activities included 478 employers.
- Employers were involved in a number of work-based activities:
  - 100% of the schools offered job shadows.
  - 43% of the schools offered work experience courses.
  - 36% of the schools offer community service or service-learning opportunities with employers.
  - 36% also engages employers in career inventories for students.
  - 86% of the schools offer field trips.
  - 36% of the schools offer career mentoring with employers.
  - 86% of the schools have career guest speakers.

- 93% of schools offer career fairs.
- 29% of the schools involve employers in student volunteer projects.

- Seniors reported numerous work-based experiences:
  - 81% reported holding a paid job during the school year.
  - 74% of the students held a paid job during the summer.
  - 48% participated in volunteer work or community service.
  - 13% of the students participated in service-learning and 4% in an internship.
  - 36% of the students had other workplace experiences.

Southern Region

- The total number of employers reported in the South was 2,213.
  - School-based activities included 498 employers.
  - Work-based activities included 708 employers.
  - Connecting activities 885 employers.
- The Southern region included employers in many work-based activities:
  - 66% of the schools offer job shadows.
  - 48% of the schools have school-based enterprises involving employers.
  - 48% offers internships.
  - 68% of the schools involve employers in work experience courses.
  - 35% of the schools have youth apprenticeships.
  - 61% of the schools include employers in community service or service-learning activities.
  - 39% of the schools have employers assist with career inventories.
  - 74% of the schools offer field trips.
  - 48% of the high schools use employers as career mentors.
  - 77% of the high schools have career guest speakers.
  - 74% offer career fairs.
  - 39% of the high schools have employers participate in computer-assisted career exploration for the students.
  - 48% of the schools involve employers in volunteer projects.
- Seniors reported numerous work-based experiences:
  - 76% reported holding a paid job during the school year.
  - 64% of the students held a paid job during the summer.
  - 35% participated in volunteer work or community service.
  - 11% of the students participated in service-learning and 21% in an internship.
  - 36% of the students had other workplace experiences.

Community members who work together deliver relevant learning experiences for ALL students.

Students have had a wide range of experiences outside the school and in the community, which are profiled above.

Case Highlight Opportunities in the community, like job fairs, are also beneficial to students. The CareerFinder Nevada Job Fair is a biannual event held in Reno sponsored by many different community organizations, including CareerLink of the Washoe County School District. The September Job Fair emphasized education and training. A CareerLink employee explains to the Reno-Gazette Journal that "[a]mong other things, we'll be highlighting the various training programs offered throughout the Truckee Meadows. This includes both school programs and on the-job training programs."

Best Practice Highlight In Nye County, 6th and 7th grade students participate in the SHIELD (Surviving Hazards in every Local Disaster) program. The students are trained and tested by professional staff of emergency services on their ability to perform CPR, First Aid, Light Rescue, and disaster assistance procedures. The long-term goal is to introduce the pilot program to other districts and other states until millions of kids across the country have developed the skill and confidence to help out in a community crisis.

Best Practice Highlight In the Northeastern region, a 7th grade computer class teacher developed a business simulation activity. This activity, called Exploratory Business Grand Openings, incorporates entrepreneurship knowledge with the practical applications of word processing, graphic design, Powerpoint presentations, and other skills taught within an applied curriculum. All of the students' parents are asked to attend the Grand Openings, as well as the staff at this middle school and local school district personnel. All of the visitors give constructive criticism or suggestions for project improvement. As the program grows, the teacher is working towards bringing in more community members and business owners for evaluation and feedback for the students.

Washoe Region

- 58% of the schools indicated that they provide opportunities for community service or service-learning.
  - 50% of the schools have fully implemented or institutionalized these opportunities.
  - 25% of the schools indicated that 80% or more of the students participate in them.
- 100% of the Washoe County Schools offer volunteer projects.
  - 75% of the schools have fully implemented or institutionalized these projects.
  - 33% of the schools include 80% or more of the students.
- Also, seniors reported participating in a number of community service or volunteer work opportunities, as well as service-learning opportunities, as mentioned above.

Western Region

- 33% of the schools offered community service or service-learning courses.
  - 33% of the schools have reached the institutionalization phase.
  - 17% reported that 80% or more of their students were involved.
- 83% of the schools offer volunteer projects to the students.

- 33% of the schools reported that they are in the implementation or institutionalization phase.
- 33% indicated that 80% or more of their students were involved in volunteer projects.

- Students participated in a number of community service or volunteer work opportunities, as well as service-learning opportunities, as mentioned above.

Northeastern Region

- 43% of the schools in the Northeastern region offer community service or service-learning courses.
  - 36% of the schools are in the implementation or institutionalization phase.
  - One school (7% of the students in the region) reported that 80% or more of their students participated.
- 57% of the schools offer volunteer projects.
  - 21% of these projects are in the implementation or institutionalization phase.
  - One school (7% of the students in the region) reported that 80% or more of their students participated.
- Students participated in a number of community service or volunteer work opportunities, as well as service-learning opportunities, as mentioned above.

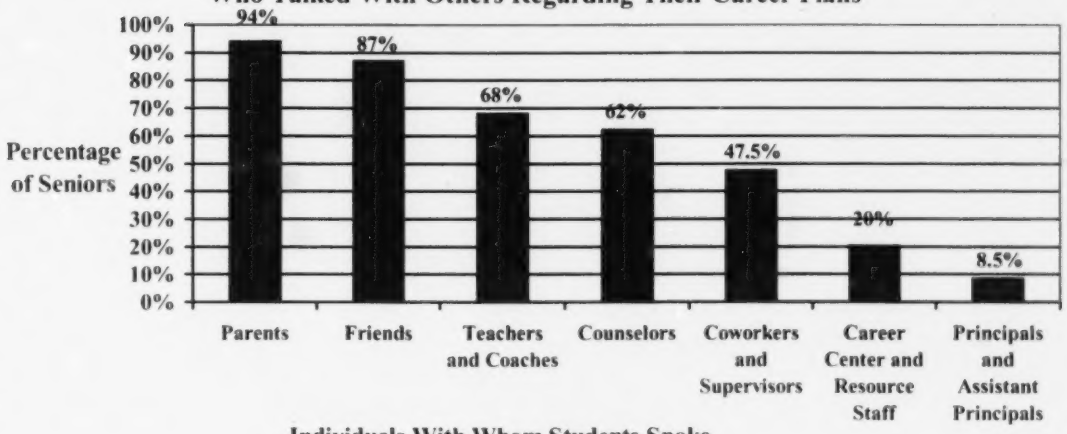
Southern Region

- 74% of the schools in the Southern region offered community service or service-learning courses.
  - 55% of the schools in the region fully implemented or institutionalized these opportunities.
  - 16% reported that 80% or more of their students participated.
- 81% of schools planned volunteer projects.
  - 52% implemented or institutionalized these projects.
  - One school (7% of the regional student population) indicated that their participation rate was 80% or more of their students.
- Students participated in a number of community service or volunteer work opportunities, as well as service-learning opportunities, as mentioned above.

Involved parents help ALL students reach their full potential.

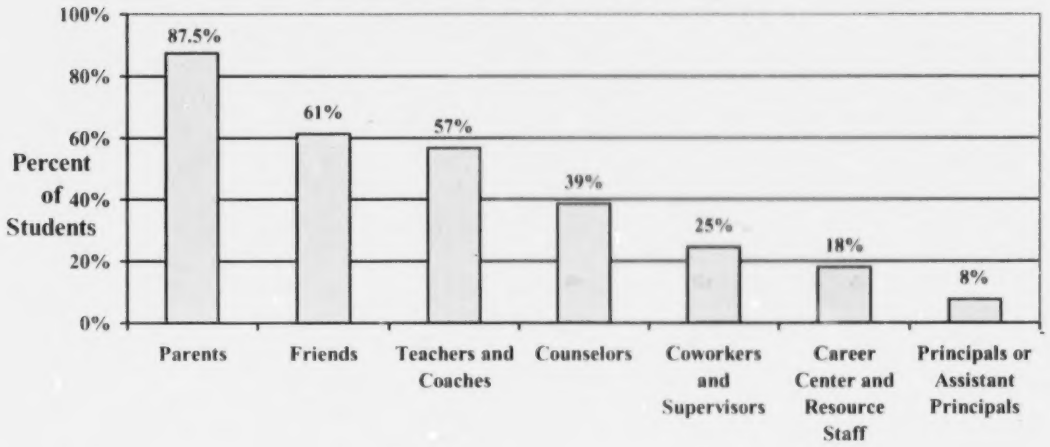
Almost all students reported that they talked with parents about their career plans. This is larger than any other group with whom students may have talked. Friends were a close second. The other people that students discussed their career plans with were teachers and coaches, counselors, coworkers and supervisors, career center and resource staff, and principal and assistant principal (Graph 14).

Graph 14: Percentage of Seniors Who Talked With Others Regarding Their Career Plans



Parents also had the most influence on the students' future plans. Most students said their parents had some or much influence on them. Again, friends followed parents in amount of influence. Seniors rated teachers and coaches third, then counselors. Coworkers and supervisors had some or much influence on about one-fourth of the seniors. Career center and resource staff had some or much influence on slightly less than this. Principals or assistant principals had some or much influence on a few students (Graph 15). *It is clear that parents do influence their children's future plans and career choices.*

Graph 15: People Who Had Some or Much Influence on Seniors' Career Plans



Case Highlight An STC employer in the Western Region specifies another reason why parental involvement is essential in the STC system. "Take your child to work day" gave students the opportunity to shadow their parents while eliminating insurance and transportation costs to the schools.

Washoe Region

- 94% talk to their parents or guardians about their career plans in the future. More seniors approached their parents than any other group.
- 87% also had some or much influence on the future decisions for many seniors, more than anyone else.

Western Region

- 95% talk to their parents or guardians about their career plans, more than any other group.
- Parents also have more influence on their plans following high school, with 85% of the seniors reporting that their parents had some or much influence on the future decisions.

Northeastern Region

- 94% of the seniors talk to their parents or guardians about their career plans in the future. More seniors indicated talking to their parents more than any other group.
- Parents also had some or much influence on the future decisions for 89% of the seniors, more than anyone else.

Southern Region

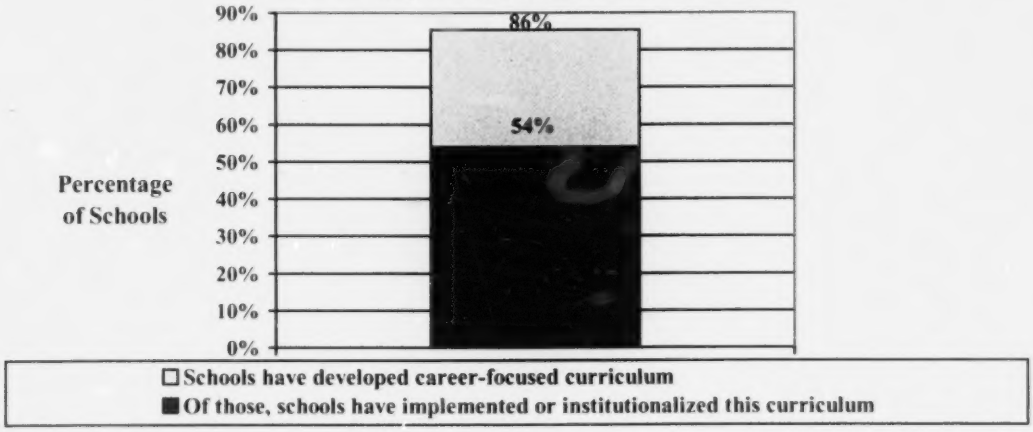
- 94% of the seniors talk to their parents or guardians about their career plans in the future. This number is higher than any other group.

- Parents also had more influence on the future decisions than other groups. 87% of the seniors indicated that parents had some or much influence.

Educators understand economic and community needs and demonstrate the competencies required by licensure to integrate "real life" applications into their classes.

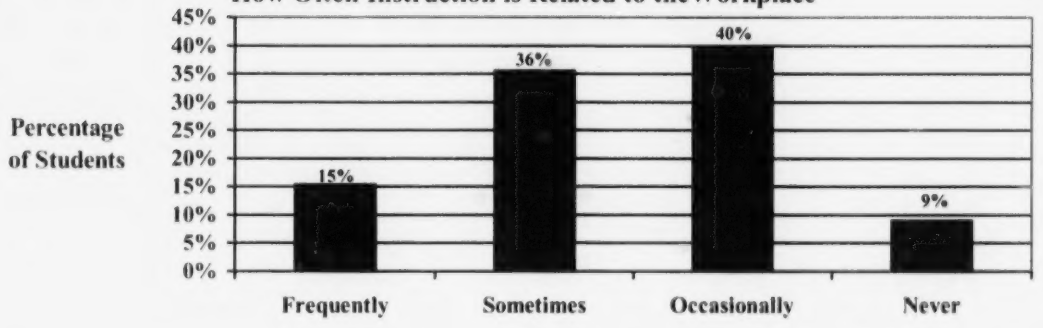
A majority of the schools responded that teachers develop curriculum focused on career exploration. Of these, more than half have implemented or institutionalized this type of curriculum (Graph 16). However, less than half (41%) reported that 60% or more of the students are receiving this curriculum regularly.

Graph 16: Percentage of Schools that Develop Career-Focused Curriculum



A majority of students indicated that their teachers related instruction to the workplace. Only a small percentage of seniors reported that teachers "never" relate instruction to work (Graph 17).

Graph 17: Students Indicate How Often Instruction is Related to theWorkplace



Teacher externships continue to be a valuable method for providing educators opportunities to gain an understanding and the skills required to integrate STC concepts into their classes. A total of 221 K-16 faculty participated in STC externships during 1999-2000, which was about the same as the previous year. Teachers who participated in externships through UNR responded that they would definitely recommend this experience to others. Many externs also commented on how their emphasis on job-related skills and communication skills in the classroom will increase to reflect what is necessary in the world of work. Some noted that their assumptions about the workplace were incorrect and they plan on changing their curriculum to reflect what they have learned.

Case Highlight A Clark County School District employee provides an example of a teacher trained through STC funds. This teacher's training allowed her to involve students in different projects in environmental science, such as the Desert Research Institute on Geology, in which students examined a sensitive area of Northwest that is under heavy development.

"This is a great way to get ideas for practical lessons, and I can now think of several more real life applications of concepts I already teach," Washoe County teacher.

A meta-analysis of employer participation in STC shows that externships have been highly successful and demonstrated changes in curriculum, teaching strategies, and classroom management. Teachers stated that the primary reason for involvement is to create a more relevant educational experience for their students. The second and third reasons were to improve skills taught in the classroom and to collect ideas for curriculum revision. This meta-analysis concluded that educators who participate in externships are better able to teach students to apply academic learning to important workplace problems. Other benefits suggest that an externship indicates dedication to profession and the importance of teaching employer-employee relations and social skills to students. They also promote more guest speakers in the classroom, more hands-on learning, and more teamwork activities.

As beneficial as externships are, data sources used in the meta-analysis revealed that 80% of educators have never worked outside the school building. One article suggested that the university develop a system where teachers can get continuing education credit for their summer jobs. The article also mentioned companies making the investment in teachers (approximately $2500 per teacher), thus allowing teachers opportunities for different summer positions each year. Of this practice, a source quoted in the article stated, "there is no way to justify [the cost] to upper management. It is charity without the ability to write it off as charity, but it is still the right thing to do."

Washoe Region

- 67% of the students approached teachers to discuss career plans, and 56% of the seniors reported that teachers had some or much influence on their plans.
- 67% of the seniors approached counselors; 38% reported that counselors had some or much influence on their future plans.
- 22% of the seniors discussed career plans with career center staff, and the same amount (22%) indicated that they had some or much influence.
- Principals and assistant principals were rarely approached; 8% of the seniors discussed plans with them and 7% reported that they had some or much influence on their career plans.
- Teachers in 75% of the Washoe County Schools have received training about career exploration and develop career-focused curriculum.
    - 42% of the schools have implemented or institutionalized both exploration and development of career-focused curriculum.
    - 17% of the schools reach 80% or more of the students with this curriculum.
- Seniors indicated the frequency that teachers related their instruction to careers. Only 9% said that teachers "never" related instruction, 41% indicated "occasionally," 35% said "sometimes," and 14% marked "frequently."

Western Region

- 67% of the students approached teachers to discuss career plans, and 50% of the seniors reported that teachers had some or much influence on their plans.
- 62% approached counselors, and 35% reported that counselors had some or much influence on their future plans.
- 13% of the seniors discussed career plans with career center staff, and 8% indicated that they had some or much influence.
- Principals and assistant principals were rarely approached; 5% of the seniors discussed plans with them and 7% reported that they had some or much influence on their career plans.
- Teachers receive training about and develop career-focused curriculum at 67% of the schools in the Western region.
    - 33% of the schools implemented or institutionalized the training, and 50% of the schools implemented or institutionalized the development of career-focused curriculum.
    - 17% of the schools target 80% or more of students currently.

- Seniors indicated the frequency that teachers related their instruction to careers. Only 6% said that teachers "never" related instruction, 42% indicated "occasionally," 36% said "sometimes," and 15% marked "frequently."

Northeastern Region

- 78% of the students approached teachers to discuss career plans, and 52% of the seniors reported that teachers had some or much influence on their plans.
- 51% of the seniors approached counselors, and 30% reported that counselors had some or much influence on their future plans.
- 41% of the seniors discussed career plans with career center staff, and 28% indicated that they had some or much influence.
- Principals and assistant principals were rarely approached; 13% of the seniors discussed plans with them and 7% reported that they had some or much influence on their career plans.
- 93% of the schools develop career-focused curriculum.
    - 50% of the schools have implemented or institutionalized this.
    - 36% affects 80% or more of the students with this curriculum.
- Teachers receive training about career exploration at 71% of the Northeastern region's schools.
    - 29% of the schools are in the implementation or institutionalization phase with this training.
    - The training affects 80% or more of the students at 14% of the schools.
- Seniors indicated the frequency that teachers related their instruction to careers. Only 6% said that teachers "never" related instruction, 39% indicated "occasionally," 36% said "sometimes," and 19% marked "frequently."

Southern Region

- 67% of the students approached teachers to discuss career plans, and 57% of the seniors reported that teachers had some or much influence on their plans.
- 57% of the seniors approached counselors, and 34% reported that counselors had some or much influence on their future plans.
- 13% of the seniors discussed career plans with career center staff, and the same amount (13%) indicated that they had some or much influence.
- Principals and assistant principals were rarely approached; 9% of the seniors discussed plans with them and 7% reported that they had some or much influence on their career plans.
- Career-focused curriculum is developed at 90% of the schools in the Southern region.
    - This curriculum is at the implementation or institutionalization phase at 68% of the schools.
    - This curriculum affects 80% or more of students at 23% of the schools.
- Teachers receive training about career exploration at 87% schools.
    - 55% of the schools implemented or institutionalized this training.
    - The career exploration training impacts 80% or more of the students at 26% of the schools.

- Seniors indicated the frequency that teachers related their instruction to careers. Only 13% said that teachers "never" related instruction, 37% indicated "occasionally," 33% said "sometimes," and 16% marked "frequently."

Student learning experiences in the community lead to academic and career success.

This message is indicated by work-based learning experiences such as job shadows, internships, and service-learning. In Year 4, the enrollment in articulated tech-prep courses increased 10%, from 21% in Year 3 to 31% in Year 4 (11,925 students).

Best Practice Highlight The Washoe County STOP (Student Tutoring On-Site Program) recruits high school students to work as mentor/tutors at middle schools. This program is an excellent example of various community organizations partnering, including high school career centers, middle schools, the Substance Abuse Prevention Program, Washoe County School District as a whole, and UNR, to provide students with service-learning experiences outside of the traditional school or work environment. Many of the tutors/mentors reported that this work experience encouraged them to examine teaching as a career goal and the interaction reduces anxieties that middle school students may have involving peer pressures, academic expectations, etc. while increasing their GPA.

More than three-fourths of the schools (77%) provide opportunities for students to take work experience courses. These opportunities are implemented or institutionalized at 65% of the schools, but only involve more than 60% of the students in 18% of those schools. Youth apprenticeships are available at 21% of the schools, and have reached a level of implementation or institutionalization at 14% of the schools. Sixty-one percent of the schools have opportunities for community service or service learning courses, and almost half of these courses (48%) are implemented or institutionalized. Volunteer projects are available at 81% of the schools, with full implementation or institutionalization at 48%. These opportunities involve more than 60% of the students at only 16% of the high schools.

Washoe Region

- Enrollment in articulated tech-prep courses Washoe County was 2,034 in Year 4.
- 75% of the schools provide opportunities for students to take work-experience courses.
  - 50% have implemented or institutionalized these courses.
  - 17% of the schools indicated that 80% or more of the students participate in these courses.
- Other work-based experiences such as community service, volunteer projects, service-learning, job shadows, and career mentors are mentioned previously.

Best Practice Highlight TMCC's architecture department has developed a service-learning project to rebuild the Reno Animal Ark after it was destroyed by fire. Students researched the animals to design the animal housing to meet their habitat needs. The students also put all of the elements together to accommodate people, cars, school children, and animals.

Western Region

- Enrollment in articulated tech-prep courses in Year 4 was 459.
- 100% of the schools in the Western region provided opportunities for students to take work experience courses.
  - This is implemented or institutionalized at 100% of the schools.
  - No schools (0%) reported that 80% or more of their students were enrolled in these courses.
- Other work-based experiences such as community service, volunteer projects, service-learning, job shadows, and career mentors are mentioned previously.

Northeastern Region

- Articulated tech-prep course enrollment for Year 4 was 1,163.
- 50% of the schools provided opportunities for students to take work experience courses.
  - 43% of these courses are in the implementation or institutionalization phase.
  - No schools (0%) reported that 80% or more of their students were enrolled in these courses.
- Other work-based experiences such as community service, volunteer projects, service-learning, job shadows, and career mentors are mentioned previously.

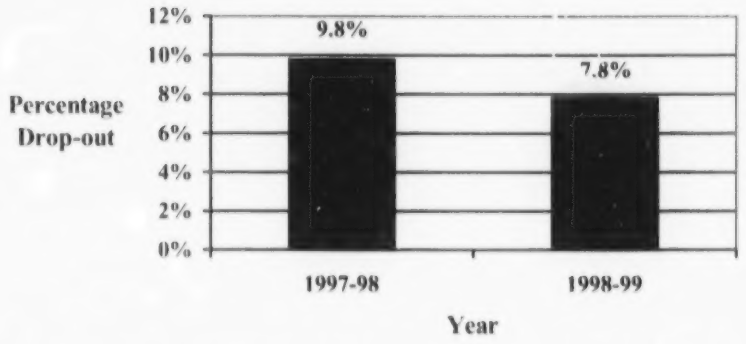
Southern Region

- Articulated tech-prep course enrollment in the Southern region reached 8,269 in Year 4.
- 87% of the Southern schools had opportunities for students to take work experience courses.
  - 71% of the schools' work experience courses are in the implementation or institutionalization phase.
  - 16% of the schools reported that 80% or more of the students took these courses.
- Other work-based experiences such as community service, volunteer projects, service-learning, job shadows, and career mentors are mentioned previously.

The School-to-Careers system in Nevada impacts dropout rates.

Nevada's dropout rate has decreased from 9.8% in the 1997-1998 school year to 7.8% in the 1998-1999 school year. Data for the 1999-2000 school year will be available in the fall of 2001 (Graph 18).

Graph 18: Percentage of Students Who Dropped Out



As noted previously, seniors indicated that many activities in their school have had a positive influence on their educational experience, such as keeping them in school. Other programs have been implemented in all grades to decrease the dropout rate in Nevada.

Washoe Region

- Washoe County's drop-out rate has not significantly changed; the Dropout rate in 1998-99 was 7.3%.

Western Region

- The Western Region's drop-out rate has decreased significantly to 3.4% in 1998-99.

Northeastern Region

- The Northeastern Region's drop-out rate has decreased slightly to 4.2% in 1998-99.

Southern Region

- The Southern Region's drop-out rate has dropped sharply to 8.9% in 1998-1999.

Case Highlight In an effort to reduce high school dropout rates, Big Brothers and Big Sisters in Southern Nevada and Clark County School District launched a program in the elementary schools. Adult mentors from the community are matched with 5-10 year olds in an effort to reduce the dropout rate. These adults go to the elementary school once per week to work with the students on academic skills.

Best Practice Highlight The TMCC Grants Academy's project College Tech Prep links secondary schools and post-secondary institutions through programs of study that combine two years of secondary education with two years of post-secondary education. This program leads to an associate or baccalaureate degree or a post-secondary certificate. This program substantially increases the number of students who complete high school *and* continue on to post-secondary education.

Conclusions and Recommendations

The STC Evaluation Action Team and the STC Communication Action Team derived a set of messages that the system wishes to send about the effectiveness of Nevada's STC system. These action teams also determined how the data collected could be used to provide support for these messages. Both the quantitative data and the qualitative data collected from various stakeholders provide evidence to support these eight messages.

Over half of Nevada's students leave high school feeling their STC experience has positively influenced their education and helped them to achieve higher standards. All regions in Nevada reported supporting opportunities for all students. Schools have implemented job shadowing, programs linking secondary and post-secondary education, and implemented internships.

Two-thirds of the students leave high school with a specific career goal and more than three-fourths have a clear idea of what they expect to be in ten years. Almost half of the students indicate that they have a written career plan to help them achieve their career goal, and most of these students include both courses and specific career goals in their plan. Some of the major accomplishments that regions reported to support this are 100% implementation in building strong post-secondary connections, the development of teacher externships, holding forums and institutes for educators focused on STC initiatives or principles, and collaborating with other organizations to provide coordinated professional development. The continuation of professional development activities is necessary for more students to explore career areas and develop career plans and goals.

Involvement of community members is key, especially parents and employers. Parents continue to be the single most influential person with whom students discuss their career plans. Nearly 30% more employers were involved in STC this past year than in previous years. Regions have accomplished this by aligning resources to carry out STC, designing and implementing a STC public awareness campaign, and securing state funding to continue STC activities.

As Nevada STC approaches its fifth and final year, sustainability is of great importance. To capture retrospectively the initiative's evolution in Nevada, key stakeholders gave interviews and provided documents to review to highlight STC's impacts and recommendations for managing the transition from their perspective.

Seventy-five percent (75%) of the regions reported that many activities would continue at the same level in the future. Teachers may receive continuing education credit for completing externships. Regions will use other federal resources to support STC initiatives. Clearinghouses with information and resources for STC implementation will operate. Groundhog Job Shadow Day events and activities will continue to be promoted and coordinated. Training for work-based learning mentors will continue, as will professional development on STC for stakeholders and practitioners. Half of the regions reported that local or regional STC partnership members will serve on WIA youth councils and will operate a STC web site. All regional partnerships will continue in some form after the grant has sunset.

Regions have reached zero or partial implementation in three areas. They reported that integrating STC in local WIA (Workforce Improvement Act) plans, implementing local codes to support STC principles, and linking STC with local school accreditation has not occurred as desired.

Some of the most significant gaps in meeting expectations set in the original plans

include not achieving full implementation of employer database systems to insure linkages between teachers, students and employers. Regions and institutions did not achieve full buy-in from leadership and administration. Academic credit earning opportunities for occupational students were removed. District investment in staffing for STC components (career centers, coordination, etc.) remains uncertain.

The overall evaluation focus did not allow regions to truly capture the soft skills of STC. To concentrate resources on the impacts of STC, student exit surveys are correlated to GPAs, achievement data, and demographics from a state sample. Also, best practices are identified as cases in point. However, more will be done through the Year 5 evaluation to insure that they have strong evaluative measures associated with them. Some recommendations for improving and refocusing the evaluation efforts include resources or legislation for the follow-up of high school graduates. School implementation profiles should also be continued through Year 5 as they provide a comprehensive picture of STC implementation at the middle and high school level. Centralized sources and benchmark reporting could be used as a "validity check" to insure sustainability, rather than conducting a yearly count to reaffirm standards already achieved.

The perceptions of key stakeholders in all four regions were that the Federal STW legislation was integral in major ways. This legislation promotes and develops business and education partnerships. It provides relevance for rigorous academic standards for all students and improved classroom instruction. It supports the integration of academic and occupational standards. It increases the understanding by the entire educational community of the needs of the workplace. It increases awareness of the vital role of comprehensive K-12 career development. Finally, the Federal STW legislation connects standards required of all individuals in the workplace with standards in the academic content areas.

Some recommendations can be made to improve and strengthen the STC system further. Stakeholders need to strengthen efforts to require STC training and externships in recertification of teachers. Credit-earning structures for work-based learning to insure work-learning connections should be standardized. The ways in which academic standards can be integrated with occupational courses needs to be further examined, to allow for credit-earning opportunities while retaining high academic standards.

Overall, the data collected provide strong support for that School-to-Careers in Nevada is an effective, partner-driven system that provides benefits to all individuals, groups, and communities involved and provides opportunities for all students to finish school prepared for productive lives.

Appendix A

Nevada School-to-Careers
Evaluation and Communication Statewide Messages

Vision: All students finish school prepared for productive lives through opportunities provided by a partner-driven system.

Message	**HOW IT WILL BE ACCOMPLISHED**	**OUTCOMES TO BE MEASURED/*MEASURE***
Students are motivated to learn and reach for higher standards because they see the relevance of their studies.	Relevant Learning: work-based learning, integrated curriculum	Student Motivation, Achievement *Student Exit Survey* *Quantitative Benchmark Survey*
Career pathways provide all students a focus in achieving their career and academic goals.	Institutionalization of career pathways and career development system in Nevada's high schools.	Goal setting skills Student Exit Survey/Follow-up *Best Practices: Portfolios, etc.*
Employer involvement in education leads to powerful and relevant learning and a prepared future workforce.	Employer involvement in all three components of STC.	Student Motivation, Achievement Workforce Skill Development Employer Surveys/Focus Groups *Student Exit Survey/Follow-up* *Quantitative Benchmark Survey* *Evaluation of Best Practices: Portfolios, etc.*
Community members who work together deliver relevant learning experiences for ALL students.	Community Involvement in school-based learning and work-based learning; partnership processes for planning and implementation	Student Motivation, Achievement Workforce Skill Development Employer Surveys/Focus Groups *Student Exit Survey/Follow-up* *Quantitative Benchmark Survey* *Evaluation of Best Practices: Portfolios, etc.*
Involved parents help ALL students reach their full potential.	Parent involvement in educational plans, work-based learning.	Student post-high school plans and intentions; Parent Influence on Career Decision Making *Student Exit Survey/Follow-up*
Educators understand economic and community needs and demonstrate the competencies required by licensure to integrate "real life" applications into their classes.	Licensure requirements include competencies associated with instruction in STC concepts. Teacher Externships.	Integrated curriculum and real-life applications in classroom instruction. Professional Development Survey *Licensure requirements* *Evaluation of Best Practices: Teacher Externships*
Student learning experiences in the community lead to academic and career success.	Work-based learning: job shadows, internships, service-learning, etc.	Student Motivation, Achievement Student post-high school plans and intentions College and Career placement *Student Exit Survey/Follow-up* *Quantitative Benchmark Survey*
The School-to-Careers system in Nevada impacts dropout rates.	Focused school and work-based learning activities and programs.	Drop-out Rates *Quantitative Benchmark Survey* *Evaluation of Best Practices*

Appendix B

Recommended changes to benchmarks for evaluating STC Implementation System:

Benchmark	Benchmark Met or Exceeded-Recommended for Validity checks only	Related STC Message
#1: Percentage of high schools providing 9-12th grade students with opportunities to actively engage in a career path.		#2: Career pathways provide all students a focus in achieving their career and academic goals.
#2: Number of 11-12th grade students enrolled in articulated Tech Prep courses.		#1: Students are motivated to learn and reach for higher standards because they see the relevance of their studies.
#3: Number of secondary students earning college credit for articulated high school courses or programs, or for college courses taken during high school.		#1: Students are motivated to learn and reach for higher standards because they see the relevance of their studies.
#4: No longer valid.	NA	
#5: Percentage of K-12 teachers receiving training in STC systems and academic/occupational curriculum integration.		#6: Educators understand the economic and community needs and demonstrate the competencies required by licensure to integrate "real life" applications into their classes.
#6: Percentage of pre-service teachers receiving training in STC systems and academic/occupational curriculum integration. *Discontinue--invalid*		#6: Educators understand the economic and community needs and demonstrate the competencies required by licensure to integrate "real life" applications into their classes.
#7: Percentage of secondary students enrolled in advanced mathematics courses.		#1: Students are motivated to learn and reach for higher standards because they see the relevance of their studies.
#8: Percentage of secondary students enrolled in advanced science courses.		#1: Students are motivated to learn and reach for higher standards because they see the relevance of their studies.
#9: Percentage of high school dropouts.		#8: The School-to-Careers system in Nevada impacts dropout rates.
#10: Number of students at or under age 24 without a diploma or GED enrolled in adult school and post-secondary education programs.		#8: The School-to-Careers system in Nevada impacts dropout rates.
#11: Percent of schools providing opportunities for students to complete a career plan through a career guidance/development system.		#1 & 2: see above.
#12: Percentage of high school students enrolled/engaged in work-based learning activities.		#7: Student learning experiences in the community lead to academic and career success.
#13: Percentage of students in grades 11-12 enrolled in advanced technical courses.		#1: Students are motivated to learn and reach for higher standards because they see the relevance of their studies.
#14: Number of employers participating in STC activities.		#3: Employer involvement in education leads to powerful and relevant learning and a prepared future workforce.
AB191 Objective 5: Number of students in 11-16 grades who have earned vocational or technical certificates.	(no standard set)	#7: Student learning experiences in the community lead to academic and career success.

Appendix C

Evaluation Objectives and Methodology

Objectives

A major focus of the evaluation is to document and summarize activities related to the three key components of School-to-Careers: 1) School-based activities, 2) Work-based activities, and 3) Connecting activities. These key components involve activities that provide information related to the state's objectives and benchmarks. Therefore, a clear understanding of these objectives and benchmarks is essential for the evaluation. Eleven state objectives are specified under AB 191 and fourteen state benchmarks are defined under the federal School-to-Work Opportunities Act funds. Together, the two sets of criteria formed the initial framework for both the implementation and evaluation of Nevada's School-to-Careers System.

All partnerships in the state have had a voice in creating a common set of evaluation goals, processes, and data collection strategies to insure that the institutionalization of the system is successful and supports the messages that the system wishes to deliver about the effectiveness of Nevada's STC system. The evaluation system was piloted during 1998, with refinements and adaptations made by the STCEAT for statewide use in 1999. Both qualitative and quantitative evaluation strategies were recommended and are being developed to capture a complete picture of the evolution of the statewide STC system.

The STCEAT has developed the following goals for the evaluation of the Nevada School-to-Careers System.

Goal #1
Develop a common set of data collection strategies to provide feedback on benchmark progress, implementation and institutionalization of the key School-to-Careers system components.

Goal #2
Employ an exit-related follow-up system for data collection on student and employer outcomes.

Goal #3
Develop a qualitative piece to capture the breadth and depth of statewide School-to-Careers efforts.

Methodology

The following strategies were developed by the STCEAT to evaluate the above goals. The STCEAT determined the strategies after much work, considering the best compromises between brief, easy to use practices that required little time to collect, and large, comprehensive data collection tools that accurately described all STC activities but would require additional work for the sites. The data are collected and reported by individuals supported through state and federal STC funds, therefore, may not reflect the total numbers actually operating.

Goal #1 Strategies
Benchmark Survey
School Implementation Profile

Goal #2 Strategies
Student Exit Survey
Student Follow-up Survey
Employer List Form

Goal #3 Strategies
Best Practices
Site Visits
Information Postings on STC web site

The data collection process and timeline is designed to capture a complete academic year as well as allow for reporting along the fiscal calendar of January-December as required by the *federal* government (which intersects two school years). This summary focuses on the results from strategies meeting goals one and two.

The Benchmarks Quantitative Survey (BQS)

The purpose of the Benchmarks Quantitative Survey is to collect counts required to measure the Nevada (Federal) Benchmarks and the related AB 191 Objectives. The survey consists of 26 items for which numerical unduplicated counts are requested for every district with middle and/or high schools. Each of the 26 items relates to one of the 14 Nevada Benchmarks or AB 191 Objective 5.

The School Implementation Profile (SIP)

The School Implementation Profile allows each middle and high school to track progress towards full-scale implementation of STC activities. The form consists of a list of questions that identify the level of operations and delivery of STC along various activities associated with Nevada's (Federal) Benchmarks and the three STC components.

This method of data collection will provide regions and local partnerships with the opportunity to assess how far School-to-Careers has been taken to scale in participating schools and chart the level and intensity of system-wide implementation efforts. Also, the SIP will allow regions and local partnerships to address specific accomplishments achieved in relation to each of the benchmarks they have set for themselves as a partnership and region. The survey examines which activities each school participates in, the approximate percentage of student and/or employer involvement, and the level of involvement, ranging from early planning to institutionalization.

Student Exit Survey

The Student Exit Survey was given to graduating (June '00) seniors at volunteering high schools to measure their involvement with School-to-Careers activities. The exit survey will form the basis for assessing outcomes associated with participation in School-to-Careers as well as provide individual student data that will be integrated with the individual school districts'

student data bases and a student follow-up system to develop comprehensive academic and career profiles for students in the sample.

Employer List Form

Each organization involved with STC is required to keep track of the employers that have participated in their STC activities at any level. The Employer List Form includes employers that, for instance, hire students or that participate in field trips or in class discussions. The list includes the employer's name, their contact person(s), addresses, and phone numbers. Where possible, the types of STC key components in which they participated should also be listed. The three key components are 1) School-Based, 2) Work-Based, and 3) Connecting Activities. Totals from each of the key component columns are also included in items 1-3 of the Benchmark Survey. The information will be used in collaboration with the Department of Employment, Training and Rehabilitation (DETR) whenever appropriate to profile participating employers.

Appendix D

Nevada School-to-Careers Quantitative Benchmarks Survey

Period covered: _____ School: _____ District: _____

Partnership: _____ Date of Report: _____

Contact: _____ Phone #: _____ Fax: _____ E-mail: _____

This survey is to be completed by district (K-12) or campus (13-16) STC Coordinators and returned by June 30, 2000.

	All K-16 systems/ Districts	
	(For questions 1-3, Please attach employers list and indicate which activities they have participated in.)	
1.	How many employers do you have participating in school- based activities?	
2.	How many employers do you have participating in work-based activities?	
3.	How many employers do you have participating in connecting activities?	
4.	How many students in grades 11-16 have earned vocational or technical certificates, including AAS degrees, certificates of achievement, one year certificates, or Fast-Track, EMS, CAN, POST, 911 certificates?	
	All K-12 Schools and/or Districts	
5.	Has your school district formally adopted career majors? *(See Data Collection Manual Glossary for definition of "career cluster" which is now referred to as "career major".)*	
6.	How many of your high schools are using career majors on an informal basis? (Please attach list.)	
7.	How many of your high schools qualify as vocational/technical centers? (Please attach list.)	
8.	How many of your comprehensive high schools are full magnet schools? (Please attach list.)	
9.	How many of your comprehensive high schools have career academies within the main school? (Please attach list.)	
10.	How many of your K-12 educators participated in externships?	
11.	How many of your high schools currently require students (per board or school policy) to complete a **career plan**?	
12.	How many of your high schools currently require students (per board or school policy) to complete a **student/career portfolio**?	
13.	In how many of your high schools is the development of a career plan carried out by school personnel **in conjunction** with students?	
14.	In how many of your secondary schools is career planning based on interest assessment?	
15.	How many of your high schools actively implement a career guidance system that provides opportunities for students to complete a career plan or start a student/career portfolio prior to entering the 10th grade? *(See "career guidance" and "career pathway" in the Data Collection Manual Glossary for more information.)*	
	Post-Secondary Only	
16.	How many of your 13-16 faculty have attended training related to Carl Perkins or School-to-Careers integration?	
17.	How many of your 13-16 faculty have participated in externships?	
18.	How many 13-16 faculty do you have?	
19.	How many of your pre-service educators have been involved in summer externships?	
20.	How many year 13 and 14 students are enrolled in one or more paid or unpaid credit-granting work-based learning courses?	
	High Schools Only	
21.	How many of 11th and 12th grade students are enrolled in one or more paid or unpaid credit-granting work-based learning courses?	
22.	How many 11th and 12th grade students were enrolled in one or more Articulated Tech Prep courses?	
23.	How many of your students are enrolled in one or more mathematics classes that are considered Algebra or above?	
24.	How many of your students are enrolled in one or more science classes that are considered Biology or above?	

Nevada School-to-Careers Implementation Profile

School-to-Careers Implementation Checklist *(High School Level)*

School: _____ **Partnership:** _____ **Date of Report** _____
Person/Team members completing form _____
_____
Position(s) _____
_____
Phone # of primary contact _____ **E-mail** _____

Instructions

1. This checklist should be completed by the person *or a team* of people who is/are the **most knowledgeable** about the status of School-to-Careers (STC) at your school. This may include the school principal, counselor, teacher, STC Coordinator, or any other faculty involved in STC.

2. Read all 25 items, which represent key STC components. Check *Yes* for those items that are included in your school's instructional program and *No* for those that are not.

3. For those items that *are included* in your school's instructional program (those checked *Yes*), indicate their **level of implementation** by entering the appropriate code defined on the checklist. There are five possible implementation levels.

4. For those items that are currently being implemented (implementation codes 3-5), indicate their **scale**, that is, the relative size of students, teachers, or employers that are involved. Scale codes are provided on the checklist.

5. Consider, and highlight on the definitions and evidence chart evidence that substantiates your responses (e.g., documents, curricula and syllabi, the existence of actual classes, etc.) *See attached Levels of Implementation Acceptable Evidence.* This evidence may be useful in nominating best practices at your school.

6. Please make sure that all items are circled on the actual implementation profile.

State of Nevada School-to-Careers School Implementation Profile

High school (Grades 9-12)

Levels of Implementation: Rubric Definitions and Acceptable Evidence

Implementation Level	Definition	Acceptable Evidence
1. Early Planning	This component is not yet in use, but there are planning activities taking place and a commitment by key stakeholders to move forward	• Written action plan[1] • List of planning strategies[2] • Statement of Curricular goals • Implementation phase-in strategy • Communication to stakeholders[3]
2. Development	A planning document to implement this component has been created and work is underway to develop the policies, procedures, materials, and professional development, etc., needed to implement the plan	• Curriculum development meetings • Planning meeting minutes • Curricular guide[4] • Curricular resources • Monitoring forms (logs, surveys, etc.) • Employer orientation program • Log of employer contacts • Outline of roles
3. Pilot-testing	The teachers and staff in the school can use this component. It is being implemented on an experimental basis by a few staff.	• List of pilot teachers • List of professional development activities • Documentation of interdisciplinary teaching • Course or school schedules • Curricula developed • Documentation of pilot efforts • List of students participating • List of employers participating • Orientation/training program materials
4. Implementation	Based on results of the pilot-testing, implementation of this component is occurring. This phase may extend over a number of years and occur in stages (e.g. year 1, all 9th graders, etc.)	• List of teachers involved in implementation • List of professional development activities • Documentation of pilot efforts[5] • Attendance patterns • Committee meeting minutes • List of employers involved • Documentation of routine implementation of activities • Cooperative agreements signed • List of work sites • List of mentors
5. Institutionalization	This component is well established and has been accepted by key groups as an integral part of our program	• District policies and procedures • School schedule • Employer policies and procedures • Guidebook • Management procedures

[1]May incorporate: tasks, roles, time lines, and needed resources identified.
[2]May include: committees formed, leaders consulted, resource materials obtained, needs assessments conducted
[3]Memos, newsletters, e-mails, faxes
[4]May specify: competencies, professional development needs, content/concepts to be infused, classroom activities
[5]May include staff surveys/questionnaires, journals, reports (internal or external)

School Implementation Profile

High School Level (Grades 9-12)

School: _____ Partnership: _____ Date of Report_____

Person/Team members completing form_____

_____

Position(s)_____

_____

Phone # of primary contact_____ E-mail _____

How is your school associated with your local/regional STC partnership? (Mark all that apply):

a. Not associated
b. School receives funding from the partnership
c. Staff participates in local/regional planning
d. Staff receives training, materials, or other technical assistance from partnership
e. Other_____

Level of Implementation Codes:

0. N/A
1. Early Planning
2. Development
3. Pilot Testing
4. Implementation
5. Institutionalization

(See previous page for definition of codes)

Scale Codes:

Percent of Students or Teachers:

0. N/A
1. 10% of school
2. 20% of school
3. 40% of school
4. 60% of school
5. 80% of school

Employer:

1. A few 2. More than 10 3. A solid core of 25

Part of School's Instructional Programs	Circle yes or no	Implementation Level (see codes)	Scale Percent (see codes)
School-based			
1. Opportunities for students to participate in career exploration/preparation activities are available at your school	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
2. Career exploration/preparation activities are organized around the six Nevada Department of Education Career Majors	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
3. Students are involved in class projects relating to careers	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
4. Teachers develop curriculum focused on career exploration	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
5. Teachers receive training about career exploration	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
6. Students develop individualized written career plans	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
7. Students exit school with a student/career portfolio	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
8. Methods such as active articulation agreements, credit transfer agreements, skill mastery certificates, etc. are used to assist students with transition to post-secondary institutions	Yes No Yes No	0 1 2 3 4 5 0 1 2 3 4 5	0 1 2 3 4 5 0 1 2 3 4 5
9. Career exploration/preparation activities are coordinated with the school(s) that students transition to/from	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
Students take a career assessment in the following grades:			
10. 9th grade	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
11. 10th grade	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
12. 11th grade	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
13. 12th grade	Yes No	0 1 2 3 4 5	0 1 2 3 4 5

Part of School's Instructional Programs	Circle yes or no	Implementation Level (see codes)	Scale Percent (see codes)
Work-based: *Students have opportunities for the following:*			
1. Job shadowing	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
2. School-based enterprises	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
3. Internships	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
4. Work Experience Courses	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
5. Youth Apprenticeships	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
6. Community Service/Service Learning courses	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
7. Career inventories	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
8. Field trips	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
9. Career mentoring	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
10. Career guest speakers	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
11. Career Fair	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
12. Computer-assisted career exploration	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
13. Paid internships	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
14. Unpaid internships	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
15. Volunteer projects	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
16. Other *(please indicate)*	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
Connecting Activities			
1. There are formal procedures in use to recruit, select, and orient students for work-based learning activities	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
2. There are formal procedures in use to recruit, select, and orient mentors	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
3. Students placed at work sites have individual learning/training plans	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
4. The school has an School-to-Careers coordinator	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
Employers			*Number (see codes)*
Employers are involved with the following experiences:			
1. Job shadowing	Yes No	0 1 2 3 4 5	1 2 3
2. School-based enterprises	Yes No	0 1 2 3 4 5	1 2 3
3. Internships	Yes No	0 1 2 3 4 5	1 2 3
4. Work Experience Courses	Yes No	0 1 2 3 4 5	1 2 3
5. Youth Apprenticeships	Yes No	0 1 2 3 4 5	1 2 3
6. Community Service/Service Learning courses	Yes No	0 1 2 3 4 5	1 2 3
7. Career inventories	Yes No	0 1 2 3 4 5	1 2 3
8. Field trips	Yes No	0 1 2 3 4 5	1 2 3
9. Career mentoring	Yes No	0 1 2 3 4 5	1 2 3
10. Career guest speakers	Yes No	0 1 2 3 4 5	1 2 3
11. Career Fair	Yes No	0 1 2 3 4 5	1 2 3
12. Computer-assisted career exploration	Yes No	0 1 2 3 4 5	1 2 3
13. Paid internships	Yes No	0 1 2 3 4 5	1 2 3
14. Unpaid internships	Yes No	0 1 2 3 4 5	1 2 3
15. Volunteer projects	Yes No	0 1 2 3 4 5	1 2 3
16. Other *(please indicate)*	Yes No	0 1 2 3 4 5	1 2 3

On a scale of 1(low) to 10 (high), how would you rate your knowledge of career exploration/preparation at this school?

(low) 1 2 3 4 5 6 7 8 9 10 (high)

Nevada School-to-Careers Implementation Profile

School-to-Careers Implementation Checklist *(Middle School Level)*

School: _____ **Partnership:** _____ **Date of Report**_____

Person/Team members completing form_____

_____

Position(s)_____

_

_____

Phone # of primary contact_____ **E-mail** _____

Instructions

1. This checklist should be completed by the person *or a team* of people who is/are the **most knowledgeable** about the status of School-to-Careers (STC) at your school. This may include the school principal, counselor, teacher, STC Coordinator, or any other faculty involved in STC.

2. Read all 25 items, which represent key STC components. Check *Yes* for those items that are included in your school's instructional program and *No* for those that are not.

3. For those items that *are included* in your school's instructional program (those checked *Yes*), indicate their **level of implementation** by entering the appropriate code defined on the checklist. There are five possible implementation levels.

4. For those items that are currently being implemented (implementation codes 3-5), indicate their **scale**, that is, the relative size of students, teachers, or employers that are involved. Scale codes are provided on the checklist.

5. Consider, and highlight on the definitions and evidence chart evidence that substantiates your responses (e.g., documents, curricula and syllabi, the existence of actual classes, etc.) *See attached Levels of Implementation Acceptable Evidence.* This evidence may be useful in nominating best practices at your school.

6. Please make sure that all items are circled on the actual implementation profile.

State of Nevada School-to-Careers
School Implementation Profile

Middle school (Grades 6-8)

Levels of Implementation: Rubric Definitions and Acceptable Evidence

Implementation Level	Definition	Acceptable Evidence
1. Early Planning	This component is not yet in use, but there are planning activities taking place and a commitment by key stakeholders to move forward	• Written action plan[1] • List of planning strategies[2] • Statement of Curricular goals • Implementation phase-in strategy • Communication to stakeholders[3]
2. Development	A planning document to implement this component has been created and work is underway to develop the policies, procedures, materials, and professional development, etc., needed to implement the plan	• Curriculum development meetings • Planning meeting minutes • Curricular guide[4] • Curricular resources • Monitoring forms (logs, surveys, etc.) • Employer orientation program • Log of employer contacts • Outline of roles
3. Pilot-testing	The teachers and staff in the school can use this component. It is being implemented on an experimental basis by a few staff.	• List of pilot teachers • List of professional development activities • Documentation of interdisciplinary teaching • Course or school schedules • Curricula developed • Documentation of pilot efforts • List of students participating • List of employers participating • Orientation/training program materials
4. Implementation	Based on results of the pilot-testing, implementation of this component is occurring. This phase may extend over a number of years and occur in stages (e.g. year 1, all 9th graders, etc.)	• List of teachers involved in implementation • List of professional development activities • Documentation of pilot efforts[5] • Attendance patterns • Committee meeting minutes • List of employers involved • Documentation of routine implementation of activities • Cooperative agreements signed • List of work sites • List of mentors
5. Institutionalization	This component is well established and has been accepted by key groups as an integral part of our program	• District policies and procedures • School schedule • Employer policies and procedures • Guidebook • Management procedures

[1]May incorporate: tasks, roles, time lines, and needed resources identified.
[2]May include: committees formed, leaders consulted, resource materials obtained, needs assessments conducted
[3]Memos, newsletters, e-mails, faxes
[4]May specify: competencies, professional development needs, content/concepts to be infused, classroom activities
[5]May include staff surveys/questionnaires, journals, reports (internal or external)

School Implementation Profile

Middle School Level (Grades 6-8)

School: _____ Partnership: _____ Date of Report_____

Person/Team members completing form_____

_____

Position(s)_____

_____

Phone # of primary contact_____ E-mail _____

How is your school associated with your local/regional STC partnership? (Mark all that apply):

f. Not associated
g. School receives funding from the partnership
h. Staff participates in local/regional planning
i. Staff receives training, materials, or other technical assistance from partnership.
j. Other_____

Level of Implementation Codes:

0. N/A
1. Early Planning
2. Development
3. Pilot Testing
4. Implementation
5. Institutionalization

(See previous page for definition of codes)

Scale Codes:

Percent of Students or Teachers:

0. N/A
1. 10% of school
2. 20% of school
3. 40% of school
4. 60% of school
5. 80% of school

Employer:

1. A few 2. More than 10 3. A solid core of 25

Part of School's Instructional Programs	Circle yes or no	Implementation Level (see codes)	Scale Percent (see codes)
School-based			
1. Opportunities for students to participate in career exploration/preparation activities are available at your school	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
2. Career exploration/preparation activities are organized around the six Nevada Department of Education Career Majors	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
3. Students are involved in class projects relating to careers	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
4. Teachers develop curriculum focused on career exploration	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
5. Teachers receive training about career exploration	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
6. Methods such as active articulation agreements, credit transfer agreements, skill mastery certificates, etc. are used to assist students with transition to post-secondary institutions	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
7. Career exploration/preparation activities are coordinated with the school(s) that students transition to/from	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
Students take a career assessment in the following grades:			
8. 6th grade	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
9. 7th grade	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
10. 8th grade	Yes No	0 1 2 3 4 5	0 1 2 3 4 5

Part of School's Instructional Programs	Circle yes or no	Implementation Level (see codes)	Scale Percent (see codes)
Work-based: *Students have opportunities for the following:*			
1. Community Service/Service Learning courses	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
2. Career inventories	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
3. Field trips	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
4. Career guest speakers	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
5. Career Fair	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
6. Computer-assisted career exploration	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
7. Volunteer projects	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
8. Other *(please indicate)*	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
Connecting Activities			
1. There are formal procedures in use to recruit, select, and orient students for work-based learning activities	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
2. There are formal procedures in use to recruit, select, and orient mentors	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
3. The school has an School-to-Careers coordinator	Yes No	0 1 2 3 4 5	0 1 2 3 4 5
Employers			*Number (see codes)*
Employers are involved with the following experiences:			
1. Community Service/Service Learning courses	Yes No	0 1 2 3 4 5	1 2 3
2. Career inventories	Yes No	0 1 2 3 4 5	1 2 3
3. Field trips	Yes No	0 1 2 3 4 5	1 2 3
4. Career guest speakers	Yes No	0 1 2 3 4 5	1 2 3
5. Career Fair	Yes No	0 1 2 3 4 5	1 2 3
6. Computer-assisted career exploration	Yes No	0 1 2 3 4 5	1 2 3
7. Volunteer projects	Yes No	0 1 2 3 4 5	1 2 3
8. Other *(please indicate)*	Yes No	0 1 2 3 4 5	1 2 3

On a scale of 1(low) to 10 (high), how would you rate your knowledge of career exploration/preparation at this school?

(low) 1 2 3 4 5 6 7 8 9 10 (high)